

GUIDELINES FOR IMPROVING THE INTERNATIONALIZATION OF
UNIVERSITY MANAGEMENT IN THE BEIBU GULF ECONOMIC
ZONE BASED ON CROSS-CULTURAL MANAGEMENT

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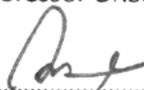
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ABSTRACT

The objectives of this research were as follows: 1) to investigate the current status of internationalization in university management within the Beibu Gulf Economic Zone; 2) to develop guidelines for enhancing the internationalization of university management in the Beibu Gulf Economic Zone; and 3) to assess the effectiveness of these guidelines. The study involved a sample of 374 administrators and faculty members who engaged in international exchange activities across 10 undergraduate universities in the Beibu Gulf Economic Zone. Research instruments included questionnaires, structured interviews, and evaluation forms. Data analysis was conducted using percentages, means, standard deviations, and content analysis. This study employed a mixed research method, combining quantitative and qualitative approaches for data analysis.

The research results indicated that guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone based on cross-cultural management include 5 aspects, encompassing a total of 27 measures. According to expert assessments, all 27 measures are deemed feasible.

Keywords: Guidelines for Improving, Cross-cultural Management, Internationalization, University management

ชื่อเรื่อง	แนวทางการพัฒนาสู่ความเป็นสากลด้านการบริหารจัดการมหาวิทยาลัยในเขตเศรษฐกิจอ่าวเป๋อหู่บนพื้นฐานการจัดการข้ามวัฒนธรรม
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บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้ มีดังนี้: (1) เพื่อศึกษาสถานะปัจจุบันของการพัฒนาสู่ความเป็นสากลในการบริหารจัดการมหาวิทยาลัยในเขตเศรษฐกิจอ่าวเป๋อหู่; (2) เพื่อพัฒนาแนวทางการพัฒนาสู่ความเป็นสากลด้านการบริหารจัดการมหาวิทยาลัยในเขตเศรษฐกิจอ่าวเป๋อหู่; และ (3) เพื่อประเมินประสิทธิผลของแนวทางดังกล่าว การวิจัยนี้ใช้กลุ่มตัวอย่างที่ประกอบด้วยผู้บริหารและอาจารย์จำนวน 374 คน ที่เข้าร่วมกิจกรรมแลกเปลี่ยนระหว่างประเทศในมหาวิทยาลัยระดับปริญญาตรีจำนวน 10 แห่งในเขตเศรษฐกิจอ่าวเป๋อหู่ เครื่องมือที่ใช้ในการวิจัยประกอบด้วยแบบสอบถามการสัมภาษณ์เชิงโครงสร้าง และแบบประเมินผล ข้อมูลที่ได้รับถูกวิเคราะห์โดยใช้สถิติ ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา การวิจัยนี้ประยุกต์ใช้วิธีการแบบผสมผสาน โดยผสมผสานการวิเคราะห์ข้อมูลเชิงปริมาณและเชิงคุณภาพเพื่อให้ได้ผลลัพธ์ที่ครอบคลุม

ผลการวิจัยพบว่า แนวทางการพัฒนาสู่ความเป็นสากลด้านการบริหารจัดการมหาวิทยาลัยในเขตเศรษฐกิจอ่าวเป๋อหู่ที่พัฒนาบนพื้นฐานการจัดการข้ามวัฒนธรรม ประกอบด้วย 5 ด้านรวมทั้งสิ้น 27 มาตรการ จากการประเมินของผู้เชี่ยวชาญ พบว่า มาตรการทั้ง 27 ข้อนี้มีความเป็นไปได้สูงและสามารถนำไปใช้ได้จริง ซึ่งสะท้อนถึงความเหมาะสมและศักยภาพในการนำไปปฏิบัติในทางปฏิบัติ

คำสำคัญ: แนวทางการพัฒนา การจัดการข้ามวัฒนธรรม การพัฒนาสู่ความเป็นสากล
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Yao Min

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Chapter 1

Introduction

Rationale

Under the wave of globalization, internationalization has become a key indicator of university status and a significant measure of national higher education strength. This trend has prompted universities worldwide to engage in international educational exchanges and cooperation. According to UNESCO, global international student mobility has nearly tripled from 2.27 million in 2001 to 6.36 million in 2020, reflecting an increase of 4.09 million over 20 years .

Globalization has not only reshaped the global landscape but also profoundly influenced the trajectory of higher education development. Internationalization is an inevitable outcome of higher education evolution in the context of globalization. Universities must adapt to changes in the international educational environment and enhance their academic and managerial capabilities through internationalization strategies (Altbach & Knight, 2007, p.290-305). Internationalization encompasses not only exchanges and cooperation between universities but also serves as a vital means to improve the quality of education and research (De Wit et al., 2015).

From an economic perspective, the global flow and optimization of resources yield substantial economic benefits, encouraging governments to implement new educational policies, reduce state intervention, and promote the liberalization of trade in education and educational services (Chen Guodong, 2006, p.40-43). Politically, issues such as terrorism, environmental problems, poverty, and regional conflicts have highlighted global challenges, driving the active development of higher education to address these issues and cultivate "global citizens" equipped with knowledge, skills, conflict management abilities, and ethical values (Knight, 2004, p.5-31). Culturally, the collision and integration of different social systems, ideologies, and cultural traditions in exchange promote changes in university

educational policies and practices while preserving local cultures and emphasizing international understanding of multiculturalism (Chen Guodong, 2006, p.40-43).

Globalization is quietly transforming the traditional concept, model, and organizational management of universities, fostering the evolution of university roles and functions.

Cross-cultural communication is a critical component of university internationalization. It facilitates the ability of students and staff to work and learn in multicultural environments, thereby enhancing their intercultural communication skills and global perspectives (Knight, 2004, p.5-31). Effective cross-cultural communication not only elevates the academic standards of the university but also fosters cooperation and resource sharing within the global academic community (Qiang Zhang, 2003, p.248-270). Through cross-cultural interactions, universities can enhance mutual understanding and collaboration between different cultures, improve the cross-cultural competencies of their faculty and students, and introduce high-quality international educational resources and advanced management practices to elevate their own educational quality and management standards.

The UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education, which entered into force on March 5, 2023, following its 20th ratification on December 5, 2022, commits countries to strengthening international cooperation and cross-border academic research in higher education. This Convention aims to bolster the recognition of global and national higher education standards and promote academic mobility and recognition for millions of individuals worldwide.

This internationalization process necessitates that universities accurately define their educational direction, strengthen their unique advantages, and optimize the internationalization of their organization and management. By engaging in extensive exchanges to identify and match with deep partners, and by enhancing the quality of human resources and talent training through the introduction of international faculty and curriculum systems, universities can improve their ability to cultivate core competencies in multiple dimensions (Knight, 2016, p.110-123).

The policy support and internationalization strategies of various governments provide significant impetus for the internationalization of university management. Internationalization is driven not only by universities' own developmental needs but also by national policies (Yang Rui, 2002, p.81-95). By formulating policies to support internationalization, governments encourage universities to engage in international cooperation and exchanges, thereby enhancing the country's overall education level and international competitiveness.

Since the 21st century, countries worldwide, particularly in Asia and ASEAN, have vigorously promoted university internationalization. For instance, the Singaporean government has launched several initiatives, such as "Singapore Education", "Global School", "Biomedical Sciences Programme, " and "Campus Programme for Excellence in Research and Technology Enterprises, " to enhance the scale and quality of higher education and transform Singapore into a knowledge-based economy. China's policies, including the "Double First-Class" initiative and "Education Modernization 2035, " have elevated the international exchange and openness of university education to a national strategic level, accelerating the internationalization of universities. Thailand's "Second Five-Year Long-term Development Plan for Higher Education (2008-2022)" aims to comprehensively improve the quality of higher education and stimulate students' inherent potential, thereby enhancing national strength in the era of globalization. India has introduced several plans to build world-class universities, such as the "Outstanding University Program, " "Innovative University Program, " and "Excellent University Program. " Vietnam, during the 2018 Education Seminar on "Promoting Standardization and International Integration of Higher Education," proposed improving and promoting the standardization of higher education to accelerate international integration. These policy-driven internationalization strategies not only promote cooperation and exchanges among universities but also enhance their international reputation and brand value (De Wit et al., 2015).

Internationalization provides significant opportunities for the development of universities in the Beibu Gulf Economic Zone. According to the Guangxi Beibu Gulf Economic Zone Development Plan, this zone includes Nanning, Beihai, Qinzhou, and

Fangchenggang, as well as the administrative areas Yulin and Chongzuo (Guangxi Zhuang Autonomous Region Government, 2014). However, the academic and professional standards of colleges and universities in this region are generally low, with overall institutional strength being relatively weak. The introduction of high-quality international education resources, government policies, and financial support has been insufficient.

With China's accession to the WTO and the introduction of initiatives like the China-ASEAN Free Trade Area and the "One Belt, One Road" (OBOR) initiative, new opportunities have emerged for the international development of universities in the Beibu Gulf Economic Zone. Positioned as key cultural links among the Belt and Road countries, these universities are now at the forefront of China-ASEAN collaboration and are more capable than ever of engaging in educational internationalization.

This evolving landscape imposes new demands on the internationalization of university management within the region. Universities are required to accurately position themselves, form in-depth partnerships through extensive exchanges, leverage their unique advantages and characteristics in collaborative endeavors, and develop competitive academic disciplines and research groups. By employing international best practices in governance and management, universities can optimize their organizational structures, enhance management efficiency, and improve their overall operational effectiveness. These measures will cultivate and enhance the core competitiveness of local colleges and universities, providing a broad framework for sustained academic and professional growth.

The trends of globalization, cross-cultural communication, and policy initiatives are driving the internationalization of universities, providing significant opportunities for institutions in the Beibu Gulf region. These factors interact synergistically, fostering the development and enhancement of universities during their internationalization process. This dynamic offers extensive opportunities and a broad scope for the future growth of higher education. Effectively promoting the exploration of university internationalization theory and establishing sustainable pathways for the international development of universities is an urgent issue that needs to be addressed. This study examines guidelines to improve the

internationalization of university management in the Beibu Gulf Economic Zone through the lens of cross-cultural management, aiming to provide valuable insights and recommendations for universities in the region to advance their internationalization efforts.

Research Questions

1. What is the current situation of the internationalization of university management in the Beibu Gulf Economic Zone?
2. What are the guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone?
3. Are the guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone suitable and feasible?

Objectives

1. To study the current situation of the internationalization of university management in the Beibu Gulf Economic Zone
2. To formulate the guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone.
3. To evaluate the suitability and feasibility of guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone.

Scope of the Research

Population and the Sample Group

Population

The population of this research comprised 14,036 administrators and faculty members engaged in international exchange activities across 10 undergraduate universities in the Beibu Gulf Economic Zone.

The Sample Group

According to Krejcie and Morgan sampling table (1970), the sample group of this research was 374 administrators and faculty members engaged in international exchange activities across 10 undergraduate universities in the Beibu Gulf Economic

Zone. Simple random sampling was also used by drawing from 10 undergraduate universities.

The interviewee

The interviewees in this research consisted of 9 mid-level administrators or assistant professors from undergraduate universities across various cities in the Beibu Gulf Economic Zone. The qualifications of the interviewees were as follows: 1) a minimum of 5 years of work experience in a university setting; 2) substantial experience in international exchange management; and 3) possession of a master's degree or higher.

Expert group

The evaluation of the suitability and feasibility of the proposed guidelines was conducted by a panel of nine experts from public undergraduate universities in the Beibu Gulf Economic Zone. The qualifications of these experts are as follows: 1) at least 10 years of professional experience in public undergraduate universities; 2) extensive expertise in international exchange management; 3) possession of a doctoral degree; 4) holding an academic rank of associate professor or higher.

The Variable

According to the analyzed of related theories and research, characteristics of the internationalization of university management are as follows:

1. Cross-cultural awareness
2. Cross-cultural leadership
3. Multilingual proficiency
4. International collaboration
5. Management mechanism

Advantages

The primary objective of this study is to examine the current state of university management internationalization in the Beibu Gulf Economic Zone within the context of globalization, and to establish guidelines for advancing the internationalization of university management in the region. The advantages are primarily manifested in promoting regional economic development and enhancing

global competitiveness, improving the international management mechanisms of universities to achieve sustainable development, and strengthening international exchange and cooperation, thereby elevating the quality of global talent cultivation.

The internationalization of university management plays a crucial role in driving the economic and social development of the Beibu Gulf Economic Zone. By attracting global talent and fostering international collaboration, universities equip students and staff with essential skills and knowledge to navigate the complexities of globalization. The deepening of cultural exchanges, the establishment and strengthening of international partnerships, and the strategic sharing of resources and knowledge not only elevate the university's global reputation and rankings but also significantly enhance its research capabilities and academic resources. Consequently, these efforts attract a greater number of international students and faculty, generate more research opportunities, and thereby invigorate the regional economy and bolster its international competitiveness (Altbach & Knight, 2007, p.290-305).

Research indicates that by developing and implementing policies and governance structures aligned with international standards, universities can significantly enhance their governance frameworks and contribute to the achievement of the Sustainable Development Goals (Altbach & Knight, 2007, p.290-305; De Wit et al., 2015). These studies also suggest that university administrators can cultivate cross-cultural leadership competencies, enabling them to manage diverse teams more effectively and tackle global challenges. A robust internationalization management system allows universities to be more adaptable and flexible in response to global changes and challenges, ensuring that internationalization efforts are standardized, operational, and subject to continuous improvement (Yang Rui, 2002, p.81-95).

By offering diverse educational experiences and expanding international teaching and research exchange programs, universities can elevate the internationalization of talent development. The presence of international students and faculty not only benefits the local economy but also provides broader opportunities for faculty and students to study abroad, engage in international projects, and interact with individuals from various cultural backgrounds. These strategies enrich the internationalization of educational management, foster

innovation and research within universities, strengthen ties between local and global academic communities, and ultimately enhance the quality of global talent development to meet the demands of the global marketplace (Knight, 2004, p.5-31; Qiang, 2003, p.248-270).

It can be seen that studying the internationalization of university management in the Beibu Gulf Economic Zone, through attracting international talent and establishing global partnerships, has improved the quality of education, research capacity, and economic benefits of universities. Effective management practices and rich international experience have also enhanced the adaptability and global status of the universities. Highlighting their role in regional economic growth and global competitiveness is of great significance for improving the management mechanisms for sustainable international development of university management, as well as for strengthening international cooperation and global talent cultivation.

Definition of Terms

Cross-cultural management refers to the practice of managing and leading an organization or a team in a way that takes into account and leverages the cultural differences of its members. It involves understanding and respecting cultural diversity, effectively communicating and interacting with individuals from various cultural backgrounds, and implementing strategies that bridge cultural gaps to achieve organizational goals. Cross-cultural management aims to enhance collaboration, innovation, and performance in a multicultural environment by fostering an inclusive and culturally sensitive organizational culture.

Cross-cultural awareness refers to understanding and respecting cultural differences and creating an environment that is inclusive and supports diversity in a university education environment by cultivating the cultural sensitivity of administrators, promoting diversity education, providing anti-bias training and intercultural training, and helping international students and faculty adapt to heterogeneous cultures through personalized support and mental health services.

Cross-cultural leadership refers to managers' ability to create and implement highly adaptable internationalization strategies, integrate leaders with international backgrounds, provide cross-cultural training and resources, use cross-cultural communication skills and mediation techniques, and effectively interact and resolve conflicts with employees and students from different cultural backgrounds in a cross-cultural environment, thereby improving the innovation and management capabilities of international management.

Multilingual proficiency refers to the ability of individuals to communicate, interact and collaborate effectively across cultures in a multilingual environment through the provision of multimedia tools, multilingual courses, language partner programs, teacher training, and the creation of a campus environment with multilingual signs, services and cultural exchange activities, with the support of comprehensive language learning infrastructure, personalized support, modern technology, multilingual policies and funding.

International collaboration refers to the establishment and maintenance of partnerships with renowned universities and research institutions around the world, where managers are evaluated positively for promoting academic exchange and internationalization by developing strategies, providing resources, organizing international conferences, conducting joint research projects, establishing overseas branches or cooperation projects, and supporting faculty exchange programs.

Management mechanism refers to the systems and processes established to coordinate and promote the internationalization of educational institutions, including the creation of specialized offices, policy development, transparent decision-making, comprehensive project management, adequate resource allocation, and performance evaluations to enhance policy and management practices and drive the school's internationalization efforts.

Internationalization of university management refers to the process of integrating an international, intercultural, or global dimension into the policies, procedures, and practices of university administration. This involves developing and implementing strategies to enhance the global engagement and competitiveness of the institution. Key aspects of internationalization of university management include:

strategic planning, curriculum development cultural integration, administrative policies, resource allocation, quality assurance. Internationalization of university management aims to enhance the institution’s global reach and impact, preparing students and staff to thrive in a globalized world.

The Beibu Gulf Economic Zone, also known as the Beibu Gulf Economic Rim or Beibu Economic Belt, refers to an economic region surrounding China’s southwestern coastal region and cities around the Beibu Gulf. It is part of the Chinese government’s ‘Go West’ strategy to boost its less developed western regions. The zone covers Guangdong, Hainan, and Guangxi in China, as well as northern and central Vietnam. It has emerged as a new highlight of China-ASEAN cooperation, especially with Vietnam, which is also cooperating in this economic zone. The cooperation scope includes trade, investment, exploitation of marine resources, tourism, oceanic environmental protection, and higher education. The Beibu Gulf Economic Zone in this research refers only to six cities, including Fang Chenggang, Qinzhou, Beihai, Nanning, Chongzuo, and Yulin in the Beibu Gulf region of Guangxi, China.

Research Framework

According to the analyzed of cross-cultural management theories and research, characteristics of the internationalization of university management are as follows:

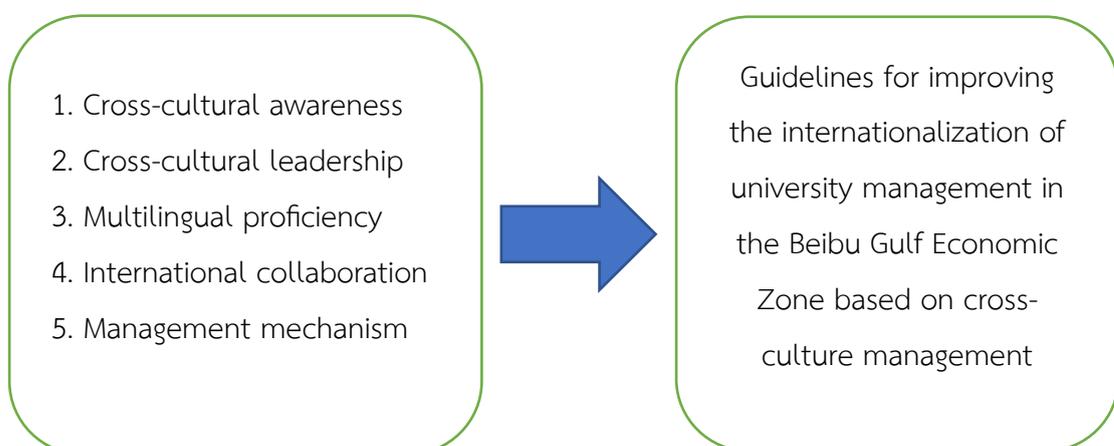


Figure 1.1 Research Framework

Chapter 2

Literature Review

This chapter will focus on the research questions raised in Chapter 1, summarize the main theoretical basis of this study and related research, and clarify the theoretical inheritance, improvement and expansion of this study and existing results. In order to explore its impact mechanism on improving the internationalization of university administration in the Beibu Gulf Economic Zone, this chapter expounds the cross-cultural management theory and university internationalization theory, lays a theoretical foundation for this study, and briefly comments on the above theories.

1. Concept and theory of educational administration
2. Concept and theory of cross-cultural management
3. Concept of internationalization of university management
4. Context of universities in Guangxi Beibu Gulf Economic Zone
5. Related research

The details are as follows.

Concept and Theory of Educational Administration

Definition of educational administration

Educational Administration is a comprehensive concept that encompasses various responsibilities related to planning, organizing, coordinating, and supervising educational programs and services to ensure effective and efficient operation.

Owen, R. (1813, p.42) proposed that educational administration is the process of ensuring the smooth implementation of educational programs by managing both internal and external school environments.

Taylor, F. W. (1911, p.56) pointed that educational administration is the process of applying scientific methods to improve the efficiency of school management.

Dewey, J. (1916, p.85) believed that educational administration is the process of organizing, coordinating, and controlling various school resources to achieve educational goals.

Follett, M. P. (1924, p.112) thought that educational administration is the art of achieving school objectives through collaboration and interaction.

Mayo, E. (1933, p.121) believed that educational administration is the process of improving educational performance by paying attention to and enhancing the social relations and psychological states of teachers and students.

Weber, M. (1947, p.215) proposed that Educational administration is the process of achieving educational goals through legitimate power structures and systems.

Fayol, H. (1949, p.44) proposed that educational administration involves planning, organizing, commanding, coordinating, and controlling functions to achieve educational objectives.

Simon, H. A. (1947, p.133) defined that educational administration is the science of decision-making, aimed at selecting the optimal solutions to achieve educational goals.

Lewin, K. (1947, p.25) emphasized that educational administration is a dynamic process involving changes and adaptations to the school environment.

Selznick, P. (1949, p.89) thought that educational administration is the process of closely integrating the formal goals of the school with its actual operations.

Parsons, T. (1951, p. 54) defined that educational administration is the process of maintaining the effective functioning of the school as a complex social system.

Drucker, P. F. (1954, p.78) proposed that educational administration is the process of improving educational quality through effective allocation and use of resources.

McGregor, D. (1960, p.147) believed that educational administration is the process of fully realizing the potential of teachers and students through motivation and leadership.

Deming, W. E. (1986, p.62) thought that educational administration is the process of enhancing educational outcomes through continuous improvement and quality management.

Leithwood and Riehl (2005, p.14) pointed that education administration refers to the process of creating and sustaining the conditions under which learning and those who facilitate learning can thrive.

Wang, Yong (2010, p.22) stated that educational administration is the core mechanism for ensuring the efficient operation of the education system.

Zhang Li. (2012, p.30) believed that educational administration encompasses not only resource management but also the assurance of teaching quality.

Hoy, W. K., & Miskel, C. G. (2013, p.33) proposed that educational administration involves the interpretation of policy and the implementation of programs, projects, and procedures to enhance the effectiveness of educational organizations for students.

Deng Huan (2013, p.29) believed that educational administration was the process of managers rationally allocating resources such as manpower, material resources, and financial resources in the educational environment to achieve the school's educational goals under the guidance of certain educational ideas, policies, and administration concepts.

Chen Changxian (2015, p.51) defines educational administration as an organizational management activity centered on educational goals and students, aiming to optimize the allocation of educational resources and improve educational quality through scientific organizational, leadership, coordination, and control methods.

Glatthorn, Boschee, and Whitehead (2016, p.20) defined educational administration as: "Educational administration involves the management of school systems and the work of educational leaders, with particular attention to how decisions are made and how resources are allocated to meet the needs of students and to ensure the success of the educational enterprise."

Murphy and Louis (2017, p.17) thought that Education administration involves the planning, organizing, directing, and controlling of the activities of an educational institution or organization.

Zhou Rui (2018, p.20) believed that educational administration needs to keep pace with the times and adapt to social changes.

Chen Lin. (2021, p.34) emphasized that educational administration requires scientific decision-making and effective implementation.

Yang, Fan (2022, p.31) proposed that the key to educational administration lies in motivating and managing educators.

Li, Hua (2024, p.37) emphasized the internationalization trend in educational administration.

In summary, the definitions of educational administration presented by these scholars cover a wide range of perspectives, from resource organization, scientific decision-making, social relations, to continuous improvement. Each scholar emphasizes different aspects, but collectively, these definitions highlight the multifaceted nature of educational administration. It is not only a science but also an art that requires a holistic approach to improve educational quality and outcomes.

Importance of educational administration

Educational administration constitutes an integral component of university education. It assumes a significant role in the educational and teaching undertakings of the university, the construction of the teaching staff, the daily management of students, and the attainment of high-quality education.

Li, X. (2005, P15) believed that Educational administration plays a critical role in achieving educational goals and tasks.

Wang, Y. (2010, p.23) pointed that Effective educational administration can improve the quality of education and students' academic performance.

Smith, J. (2008, p.34) thought that Educational administration helps in the rational allocation and effective utilization of resources.

Johnson, L. (2012, p.41) believed that Educational administration ensures equity and inclusivity in education through policy formulation and plan implementation.

Zhang, H. (2014, p.56) proposed that Educational administration promotes teacher professional development and overall school performance.

Chen, J. (2017, p.72) pointed that Effective educational administration can enhance parental and community support and involvement in schools.

Brown, R. (2016, p.67) thought that Educational administration plays a leading role in educational reform and innovation.

Davis, L. (2018, p.30) emphasized the role of educational administration in creating a supportive and inclusive school culture.

Davis, K. (2019, p.89) proposed that Educational administration ensures transparency and accountability of educational resources.

Evans, P. (2020, p.101) pointed that Educational administration helps address various challenges and issues in education.

Green, M. (2021, p.112) believed that Educational administration can promote a safe and healthy school environment.

Hall, S. (2021, p.128) thought that Educational administration can effectively manage and support the change process in schools.

Wilson, T. (2022, p.134) believed that Educational administration promotes the efficiency and effectiveness of the educational system.

Miller, A. (2023, p.145) pointed that educational administration can help establish and maintain a good reputation for schools.

Taylor, B. (2024, p.159) believed that educational administration plays a crucial role in the formulation and execution of educational budgets.

White, D. (2024, p.167) thought that educational administration ensures the consistency and coherence of educational goals and strategies.

In summary, Educational management plays an important role in achieving educational goals and tasks, improving the quality of education, promoting educational equity, efficient use of resources, and supporting educational reform and innovation. It not only has a positive impact on students' academic performance and teachers' professional development, but also enhances community and parent engagement and ensures transparency and accountability in the education system. Views in the

literature indicate that educational management is a key factor in ensuring that the education system functions efficiently and achieves its mission.

Process of educational administration

Educational management requires managers to organize and coordinate educational teams, give full play to the role of educational manpower, financial resources, material resources and other information, and make use of various favorable conditions within education to achieve the objectives of educational management efficiently. For management to be effective, process is very important.

Bush (2011, p.45) proposed that educational administration involves the strategic alignment of educational resources to achieve institutional goals.

Hoy and Miskel (2013, p.77) argued that effective educational administration requires a balance of leadership, management, and organizational skills.

Glanz (2006, p.32) stated that educational administration is the process of integrating human and material resources within educational institutions to achieve their mission.

Kowalski (2010, p.58) suggested that educational administration involves planning, organizing, directing, and controlling educational activities to enhance student learning.

Sergiovanni, Kelleher, McCarthy, and Wirt (2004, p.99) described educational administration as a collaborative process that requires effective communication and problem-solving skills.

Cunningham and Cordeiro (2009, p.66) noted that educational administration involves creating a supportive environment that fosters academic and social development.

Greenfield (2004, p.21) emphasized that the process of educational administration includes setting goals, implementing policies, and evaluating outcomes to ensure continuous improvement.

Leithwood, Harris, and Hopkins (2008, p.89) highlighted that educational administration is the process of influencing and guiding the behavior of people in an educational setting.

Fullan (2007, p.53) proposed that educational administration requires the ability to manage change and foster innovation within educational institutions.

Bolman and Deal (2003, p.47) suggested that effective educational administration involves understanding and navigating organizational culture and politics.

Murphy and Louis (1999, p.88) stated that educational administration is the process of coordinating and leading people to achieve educational goals.

Owens and Valesky (2011, p.75) described educational administration as the orchestration of educational activities and resources to provide a conducive learning environment.

Spillane, Halverson, and Diamond (2004, p.61) proposed that the process of educational administration involves distributed leadership and the collaborative efforts of all stakeholders.

Robinson (2011, p.34) suggested that educational administration includes the development and implementation of policies that support effective teaching and learning.

Senge (2000, p.43) stated that educational administration involves fostering a culture of continuous learning and improvement among educators.

Griffiths (2003, p.29) highlighted that the process of educational administration is dynamic and requires adaptability to changing educational landscapes.

Heck and Hallinger (2005, p.55) noted that educational administration is the process of aligning instructional practices with educational standards to improve student outcomes.

Kezar, Carducci, and Contreras-McGavin (2006, p.79) suggested that educational administration requires the integration of leadership theories and practices to address complex educational issues.

Slater (2005, p.67) proposed that educational administration involves the strategic use of data and assessment to inform decision-making.

Hargreaves and Fink (2006, p.82) emphasized that the process of educational administration includes sustaining improvement and building capacity for long-term success.

To sum up, the process of educational administration, as described by various experts and scholars, encompasses a multifaceted approach to managing and leading educational institutions. It involves strategic planning, aligning resources, and setting goals to achieve institutional missions. Effective administration balances leadership, management, and organizational skills, fostering a supportive environment for academic and social development. Key components include financial management, human resources, curriculum development, and student services. It emphasizes collaboration, effective communication, and problem-solving, requiring adaptability to changing educational landscapes. Administrators focus on fostering continuous improvement, innovation, and a culture of learning, ensuring policies and practices are data-driven and aligned with educational standards. Ultimately, educational administration seeks to create an environment conducive to enhancing teaching effectiveness, student learning outcomes, and long-term institutional success.

Concept and Theory of Cross-Culture Management

Definition of Cross-cultural Management

Cross-cultural management, which is an inclusive approach to dealing with the conflict of heterogeneous cultures in the countries where subsidiaries are located, in global operations, aims to maximize the control and utilization of the potential and value of the enterprise. Management experts and scholars have different definitions of this management method.

Hall, E. T. (1976, p.40) described cross-cultural management as understanding the communication patterns and behaviors that are influenced by cultural contexts in business settings.

Laurent, A. (1983, p.75) defined cross-cultural management as examining how national cultures influence management practices and how managers can effectively operate in a global environment.

Black, J. S., & Mendenhall, M. (1990, p.113) described cross-cultural management as understanding the dynamics of expatriate adjustment and the role of cultural training in international assignments.

Brislin, R. W. (1993, p.55) described cross-cultural management as the application of cultural knowledge to improve organizational functioning in multicultural environments.

Schwartz, S. H. (1994, p.19) emphasized that cross-cultural management investigates how value orientations in different cultures affect organizational practices and leadership styles.

Trompenars, F., & Hampden-Turner, C. (1998, p.35) stated that cross-cultural management involves recognizing cultural diversity and developing strategies to effectively manage cultural interactions within an organization.

Hofstede, G. (2001, p.15) defined cross-cultural management as the field of study that explores how cultural differences impact management practices and how organizations can adapt to these differences.

Shenkar, O. (2001, p.519) highlighted that cross-cultural management examines the interplay between cultural differences and organizational strategies in multinational enterprises.

Jackson, T. (2002, p.44) noted that cross-cultural management is the study of how cultural contexts influence organizational behavior and management practices.

Earley, P. C., & Ang, S. (2003, p.65) stated that cross-cultural management involves the development and application of cultural intelligence in organizational settings.

Gudykunst, W. B. (2004, p.90) highlighted that cross-cultural management focuses on understanding and managing the communication processes between individuals from different cultural backgrounds.

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004, p.100) pointed out that cross-cultural management explores the impact of culture on leadership and organizational processes in different countries.

Javidan, M., Dorfman, P. W., de Luque, M. S., & House, R. J. (2006, p.67) pointed out that cross-cultural management explores how leadership behaviors and organizational practices are shaped by cultural norms and values.

Brett, J. M., Behfar, K., & Kern, M. C. (2006, p.84) emphasized that cross-cultural management focuses on how cultural differences affect negotiation and conflict resolution in organizational settings.

Adler, N. J. (2008, p.25) proposed that cross-cultural management involves understanding and managing cultural differences in business and organizational settings.

Schein, E. H. (2010, p.50) noted that cross-cultural management encompasses the processes through which organizational culture interacts with national cultures to influence organizational practices.

Taras, V., Kirkman, B. L., & Steel, P. (2010, p.410) defined cross-cultural management as the study of how cultural differences impact workplace behavior and organizational practices.

Moran, R. T., Harris, P. R., & Moran, S. V. (2011, p.72) noted that cross-cultural management involves the development of strategies to manage cultural diversity and enhance global business effectiveness.

Cullen, J. B., & Parboteeah, K. P. (2013, p.33) proposed that cross-cultural management involves understanding and managing cultural diversity to improve organizational effectiveness.

Thomas, D. C., & Peterson, M. F. (2017, p.22) highlighted that cross-cultural management is the study of the behavior of people in organizations around the world and how organizations manage people across different cultures.

In Summary, cross-cultural management, as defined by various experts and scholars, is the study and practice of understanding, managing, and leveraging cultural differences within organizational settings. The definitions encompass a range of perspectives, including the impact of cultural differences on management practices, leadership behaviors, communication patterns, and organizational strategies. The central themes in these definitions are cultural awareness, sensitivity, and the importance of developing strategies to effectively manage and benefit from cultural

diversity, with the aim of increasing organizational effectiveness, improving global business practices, and creating an inclusive and collaborative work environment.

Relationship Between Cross-Cultural Management and Internationalization

There is an intrinsic connection between cross-cultural management and internationalization, which is essential to the success of global education initiatives. Effective cross-cultural management forms the foundation for the successful internationalization of educational institutions and organizations. As universities strive for internationalization—by expanding their global reach, forging international partnerships, and enhancing student diversity—cross-cultural management ensures that these efforts are underpinned by policies and practices that respect, incorporate, and effectively manage diverse cultural perspectives.

Hall, E. T. (1976, p.38) described how cross-cultural communication skills are fundamental for organizations to operate effectively in an international context.

Laurent, A. (1983, p.80) defined cross-cultural management as essential for navigating the complexities of international business environments.

Black, J. S., & Mendenhall, M. (1990, p.120) discussed how cross-cultural training is pivotal for preparing expatriates for international assignments, thereby supporting internationalization.

Brislin, R. W. (1993, p.60) described cross-cultural management as crucial for applying cultural knowledge to improve organizational functioning in international settings.

Schwartz, S. H. (1994, p.28) pointed out that understanding cultural value orientations is essential for managing international operations effectively.

Trompenaars, F., & Hampden-Turner, C. (1998, p.50) stated that cross-cultural management provides the framework for understanding cultural diversity, which is essential for successful international operations.

Hofstede, G. (2001, p.22) noted that internationalization requires understanding and managing cultural differences, which is the core of cross-cultural management.

Shenkar, O. (2001, p.523) highlighted the interplay between cultural differences and organizational strategies in multinational enterprises, underscoring the importance of cross-cultural management.

Jackson, T. (2002, p.48) noted that cross-cultural management helps in understanding the impact of cultural contexts on international business practices.

Earley, P. C., & Ang, S. (2003, p.70) stated that cultural intelligence, developed through cross-cultural management, is critical for effective international collaboration.

Beerens, E. (2003, p.130) highlights that globalization and internationalization challenge the integrity of nation-state policies and institutions, necessitating the adoption of international standards and practices in university management to maintain relevance and competitiveness in a global context (IntechOpen, 2024).

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004, p.105) indicated that leadership styles must adapt to cultural differences, which is a key component of internationalization.

Gudykunst, W. B. (2004, p.95) highlighted that effective cross-cultural communication is a fundamental component of successful international operations.

Slaughter, S., & Rhoades, G. (2004, p.208) discuss how the shift towards a market-driven approach in higher education necessitates institutions to adopt systematic policies that align with global standards, ensuring that universities can compete effectively on an international level (IntechOpen, 2024).

Knight, J. (2004, p.17) emphasizes the importance of systematic policy frameworks in supporting the internationalization process within higher education institutions. Aligning management systems with international standards is critical for maintaining the quality and credibility of international programs and partnerships (IntechOpen, 2024).

Altbach, P. G., & Knight, J. (2007, p.291) highlight the necessity of specific policy frameworks and systematic approaches to internationalization, which are crucial for enhancing the global engagement of universities and ensuring their effective participation in the international academic community.

Javidan, M., Dorfman, P. W., de Luque, M. S., & House, R. J. (2006, p.70) pointed out that effective leadership in international contexts requires an understanding of cultural norms and values.

Brett, J. M., Behfar, K., & Kern, M. C. (2006, p.90) emphasized that managing cultural differences is crucial for successful international negotiations and conflict resolution.

Slaughter, S., & Rhoades, G. (2004, p.208) discuss how the shift towards a market-driven approach in higher education necessitates institutions to adopt systematic policies that align with global standards, ensuring that universities can compete effectively on an international level.

Knight, J. (2004, p.17) emphasizes the importance of systematic policy frameworks in supporting the internationalization process within higher education institutions. Aligning management systems with international standards is critical for maintaining the quality and credibility of international programs and partnerships .

Altbach, P. G., & Knight, J. (2007, p.291) highlight the necessity of specific policy frameworks and systematic approaches to internationalization, which are crucial for enhancing the global engagement of universities and ensuring their effective participation in the international academic community.

Adler, N. J. (2008, p.40) proposed that effective cross-cultural management is critical to the internationalization of organizations as it enables the successful integration of diverse cultural perspectives into global business strategies.

Schein, E. H. (2010, p.62) emphasized that organizational culture interacts with national cultures, and understanding this interaction is crucial for the internationalization process.

Taras, V., Kirkman, B. L., & Steel, P. (2010, p.420) defined cross-cultural management as essential for understanding how cultural differences impact workplace behavior in international contexts.

Moran, R. T., Harris, P. R., & Moran, S. V. (2011, p.75) noted that cross-cultural management strategies are key to enhancing global business effectiveness.

Cullen, J. B., & Parboteeah, K. P. (2013, p.35) proposed that cross-cultural management enhances organizational effectiveness in international operations.

Thomas, D. C., & Peterson, M. F. (2017, p.31) highlighted that cross-cultural management is integral to internationalization as it addresses the behavior of people in global organizations.

Yonezawa, Y. (2018, p.39-62) argues that in Japanese universities, the development of collaborative relationships between academic and administrative staff is essential for effective internationalization. The "Top Global University" project emphasizes the need for capacity development within the organization, rather than focusing solely on individual staff, to achieve better management of internationalization efforts .

In summary, the collective insights from these scholars underscore that cross-cultural management is not only a crucial component of internationalization but also foundational to the success of global education programs and international business operations as it provides the tools and frameworks necessary for understanding, managing, and leveraging cultural differences in global business operations. Understanding and managing cultural diversity through systematic policies, training, and leadership development is critical for navigating the complexities of internationalization effectively. The relationship between cross-cultural management and internationalization is critical across various domains, particularly in global business operations and higher education.

Concept and Theory of Internationalization of University Management

Definition of internationalization

University internationalization is a concept that is both broad and diverse. The internationalization of universities is affected by factors such as politics, economy, socio-culture and academic development. There is no single model that is applicable across the board. There are also differences among regions and countries and they change with the times. This is also true for each university itself, both in the EU and in the EU (Education Section of the Belgian Representative Office, 2015). Therefore, experts and scholars have different definitions of it.

Van der Wende, M. C. (1997, p.18) indicated that internationalization refers to any systematic effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy, and labor markets.

Knight, J. (1997, p.8) emphasized that internationalization at the national, sector, and institutional levels is defined as the process of integrating an international dimension into the research, teaching, and services functions.

De Wit, H. (2002, p.83) defined internationalization as the various policies and programs that universities and governments implement to respond to globalization.

Yang, R. (2002, p.46) suggested that internationalization involves the flow of technology, economy, knowledge, people, values, and ideas across borders, affecting the higher education sector.

Qiang, Z. (2003, p.250) described internationalization as the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution.

Beerkens, H. J. J. G. (2003, p.127) stated that internationalization is the process of integrating an international, intercultural, or global dimension into the teaching, research, and service functions of higher education.

Wächter, B. (2003, p.5) defined internationalization as the process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of higher education.

Knight, J. (2004, p.11) suggested that internationalization is the process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of higher education.

Teichler, U. (2004, p.22) indicated that internationalization refers to the diversity of policies and programs that universities and governments implement to respond to globalization.

Stier, J. (2004, p.83) described internationalization as the process by which institutions incorporate an international, intercultural, and global dimension into their functions.

Kehm, B. M., & Teichler, U. (2007, p.261) described internationalization as the process by which institutions adopt international, intercultural, and global perspectives in their functions.

Altbach, P. G., & Knight, J. (2007, p.290) proposed that internationalization involves integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of postsecondary education.

Childress, L. K. (2009, p.6) proposed that internationalization involves the comprehensive process of integrating an international, intercultural, and global dimension into the purpose, functions, and delivery of higher education.

Maringe, F., & Foskett, N. (2010, p.8) noted that internationalization involves the integration of an international, intercultural, and global dimension into the education system.

Hudzik, J. K. (2011, p.6) proposed that comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education.

Brandenburg, U., & De Wit, H. (2011, p.15) defined internationalization as the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of postsecondary education.

Altbach, P. G. (2015, p.8) highlighted that internationalization is the process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of higher education.

Knight, J. (2015, p.2) emphasized that internationalization is a process by which higher education institutions integrate an international, intercultural, or global dimension into their purpose, functions, and delivery.

Wächter, B. (2015, p.10) suggested that internationalization is the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of postsecondary education.

Helms, R. M., Brajkovic, L., & Struthers, B. (2017, p.12) noted that internationalization is the process of integrating an international, intercultural, and global dimension into the purpose, functions, and delivery of higher education.

In summary, the definitions provided by various scholars emphasize that internationalization is a comprehensive process aimed at integrating international, intercultural, or global dimensions into the purpose, functions, and delivery of higher education. This involves not only the exchange of students, faculty, and knowledge but also the incorporation of international perspectives and values into curricula, research, and service activities. The common theme across these definitions is the intentional and systematic efforts to make higher education more responsive to the globalized world.

Importance of internationalization

After the Second World War, the pace of development of Western countries gradually accelerated, which led to the integration of the global economy. One of the results of the gradual acceleration of the development process of economic globalization is to further accelerate the pace of internationalization of universities. The importance of internationalization is constantly increasing.

Van der Wende, M. C. (1997, p.19) indicated that internationalization enhances the relevance of higher education by aligning it with global trends and demands.

Yang, R. (2002, p.47) suggested that internationalization promotes mutual understanding and cooperation between countries, contributing to global peace and development.

Qiang, Z. (2003, p.251) emphasized that internationalization is crucial for the survival and competitiveness of higher education institutions in a globalized economy.

Beerkens, H. J. J. G. (2003, p.128) stated that internationalization expands the cultural and intellectual horizons of students, preparing them for diverse and multicultural workplaces.

Wächter, B. (2003, p.6) defined internationalization as a strategy for institutions to remain relevant and competitive in a rapidly changing global landscape.

Teichler, U. (2004, p.23) indicated that internationalization promotes the sharing of best practices and standards, improving the overall quality of higher education.

Altbach, P. G. (2004, p.3) proposed that internationalization enhances the quality of education and research by exposing students and faculty to global perspectives and practices.

Stier, J. (2004, p.84) described internationalization as a way to enhance the cultural competence of students and faculty, preparing them for global challenges.

Kehm, B. M., & Teichler, U. (2007, p.262) described internationalization as essential for fostering academic collaboration and partnerships that drive research and innovation.

Knight, J. (2008, p.24) stressed that internationalization broadens the academic horizons of students and faculty, enriching the learning and teaching experience.

Childress, L. K. (2009, p.7) proposed that internationalization promotes academic excellence by integrating diverse perspectives and approaches into the curriculum.

De Wit, H. (2010, p.89) highlighted that internationalization drives innovation and improvement in higher education by facilitating the exchange of ideas and practices.

Maringe, F., & Foskett, N. (2010, p.9) noted that internationalization enhances the global employability of graduates by equipping them with international skills and competencies.

Hudzik, J. K. (2011, p.7) proposed that comprehensive internationalization integrates global perspectives across all aspects of higher education, leading to more holistic educational outcomes.

Brandenburg, U., & De Wit, H. (2011, p.16) defined internationalization as a means to enhance the quality and relevance of higher education in a globalized world.

Knight, J. (2012, p.34) suggested that internationalization fosters global citizenship and intercultural understanding among students, preparing them for a globalized world.

Altbach, P. G. (2015, p.9) highlighted that internationalization helps institutions attract talented students and faculty from around the world, enhancing their reputation and competitiveness.

Knight, J. (2015, p.3) emphasized that internationalization fosters the development of global networks and partnerships, facilitating academic and professional collaboration.

Wächter, B. (2015, p. 11) suggested that internationalization helps institutions respond to global trends and challenges, ensuring their sustainability and relevance.

Helms, R. M., Brajkovic, L., & Struthers, B. (2017, p.13) noted that internationalization enhances the reputation and standing of institutions on the global stage, attracting international students and partnerships.

To sum up, the importance of internationalization in higher education is seen as a crucial strategy for enhancing the quality of education and research, fostering global citizenship and intercultural understanding, driving innovation, and improving competitiveness. Internationalization broadens academic horizons, promotes mutual understanding and cooperation, attracts talent, fosters academic collaboration, and prepares graduates for global employability. It also helps institutions remain relevant and sustainable in a rapidly changing global landscape, enhances cultural competence, and promotes academic excellence.

Internationalization of university management

The internationalization of education is becoming an indispensable and important force for sustainable development in the process of globalization, and plays a very important role in maintaining and promoting the healthy development of globalization. More and more scholars are conducting research on the internationalization of university management.

Van der Wende, M. C. (1997, p.19) noted that internationalization refers to any systematic effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy, and labor markets.

Knight, J. (1997, p.9) emphasized that internationalization at the national, sector, and institutional levels is defined as the process of integrating an international dimension into the research, teaching, and services functions.

De Wit, H. (2002, p.84) described internationalization as the various policies and programs that universities and governments implement to respond to globalization.

Yang, R. (2002, p.47) suggested that internationalization involves the flow of technology, economy, knowledge, people, values, and ideas across borders, affecting the higher education sector.

Qiang, Z. (2003, p.251) suggested that internationalization is the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution.

Beerens, H. J. J. G. (2003, p.129) stated that internationalization is the process of integrating an international, intercultural, or global dimension into the teaching, research, and service functions of higher education.

Wächter, B. (2003, p.7) defined internationalization as the process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of higher education.

Knight, J. (2004, p.11) proposed that internationalization is the process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of higher education.

Stier, J. (2004, p.84) described internationalization as the process by which institutions incorporate an international, intercultural, and global dimension into their functions.

Teichler, U. (2004, p.23) indicated that internationalization promotes the sharing of best practices and standards, improving the overall quality of higher education.

Altbach, P. G., & Knight, J. (2007, p.291) emphasized that internationalization enhances the quality of education and research by exposing students and faculty to global perspectives and practices.

Kehm, B. M., & Teichler, U. (2007, p.263) described internationalization as the process by which institutions adopt international, intercultural, and global perspectives in their functions.

Childress, L. K. (2009, p.8) proposed that internationalization involves the comprehensive process of integrating an international, intercultural, and global dimension into the purpose, functions, and delivery of higher education.

Maringe, F., & Foskett, N. (2010, p.10) noted that internationalization involves the integration of an international, intercultural, and global dimension into the education system.

Hudzik, J. K. (2011, p.8) proposed that comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education.

Brandenburg, U., & De Wit, H. (2011, p.16) defined internationalization as the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of postsecondary education.

Altbach, P. G. (2015, p.9) highlighted that internationalization is the process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of higher education.

Knight, J. (2015, p.3) emphasized that internationalization is a process by which higher education institutions integrate an international, intercultural, or global dimension into their purpose, functions, and delivery.

Wächter, B. (2015, p.11) suggested that internationalization is the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of postsecondary education.

Helms, R. M., Brajkovic, L., & Struthers, B. (2017, p.14) noted that internationalization enhances the reputation and standing of institutions on the global stage, attracting international students and partnerships.

In summary, the internationalization of university management is a multifaceted process that integrates international, intercultural, and global dimensions into the core functions of higher education institutions. This process is

essential for enhancing the quality of education and research, promoting global citizenship, and fostering academic collaboration and partnerships. The intentional and systematic efforts to internationalize higher education aim to prepare students and faculty for a globalized world, attract international talent, and improve the competitiveness and relevance of institutions on the global stage.

Characteristics of university management Internationalization based on cross-cultural management

The core problem facing the internationalization of university management is heterogeneous cultural conflict management, that is, cross-cultural management. With the rapid development of internationalization, experts and scholars from all over the world have conducted in-depth research on the internationalization of university management.

Tung, R. L. (1987, p.145-158) explored cross-cultural adaptation issues in international human resource management and discussed the importance of cross-cultural training and adaptation for international managers. Tung believed that "effective cross-cultural training can significantly enhance the adaptability and performance of international managers."

Black, J. S., & Gregersen, H. B. (1991, p.225-238) examined adjustment strategies in cross-cultural adaptation and analyzed the challenges and success factors for international assignees in cross-cultural adaptation. Black & Gregersen argued that "effective cross-cultural adaptation strategies include preparation, cultural training, and ongoing support."

Triandis, H. C. (1995, p.89-104) explored cultural variables in cross-cultural psychology and discussed the impact of culture on individual and organizational behavior. Triandis thought that "cultural variables are important in explaining cross-cultural behavioral differences."

Child, J., & Faulkner, D. (1998, p.159-182) examined the critical role of effective management mechanisms in international cooperation and discussed how different management mechanisms facilitate the smooth progress of international cooperation. Child & Faulkner highlighted that "sound management mechanisms significantly increase the success rate of international cooperation projects."

Gupta, A. K., & Govindarajan, V. (2002, p.40-56) examined cross-cultural management in global strategy and analyzed the impact of cross-cultural collaboration on the implementation of global strategies. Gupta & Govindarajan pointed that "cross-cultural collaboration is a key factor in achieving global strategic goals."

Schneider, S. C., & Barsoux, J. L. (2003, p.73-88) examined cultural collisions and conflict resolution in cross-cultural management and discussed how effective conflict management promotes cross-cultural collaboration. Schneider & Barsoux argued that "effective conflict management enhances collaboration and performance in cross-cultural teams."

Earley, P. C., & Ang, S. (2003, p. 112-134) investigated the role of cultural awareness in cross-cultural leadership and explored how cultural awareness enhances leaders' adaptability and effectiveness in diverse cultural contexts. Earley & Ang argued that "leaders with high cultural awareness can lead teams more effectively in cross-cultural environments."

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004, p.225-249) examined culture and leadership in the GLOBE project and article analyzed leadership styles and effectiveness in different cultural contexts. They believed that "cultural background significantly influences leadership style, and global leaders need to respond flexibly to different cultural expectations."

Bird, A., & Osland, J. S. (2004, p.62-81) examined the competency framework for global leadership and analyzed the core competencies and skills of cross-cultural leadership. Bird & Osland argued that "successful global leaders must have cross-cultural communication skills, adaptability, and innovative thinking."

Earley, P. C., & Mosakowski, E. (2004, p.100-109) examined the application of cultural intelligence in cross-cultural management and introduced the concept of cultural intelligence and analyzed its impact on cross-cultural interactions. Earley & Mosakowski pointed that "cultural intelligence is a key factor for successful cross-cultural management."

Lane, H. W., Maznevski, M. L., & Mendenhall, M. E. (2004, p.102-120) examined the management and leadership of global teams and discussed the dynamics and management strategies of global teams. Lane et al. argued that "effective management of global teams requires understanding cultural differences, building trust, and promoting cross-cultural collaboration."

Javidan, M., Dorfman, P. W., De Luque, M. S., & House, R. J. (2006, p.67-95) examined cultural values and leadership effectiveness in the GLOBE project and discussed leadership behaviors and effectiveness in different cultural contexts. Javidan et al. highlighted that "understanding differences in cultural values is crucial for enhancing global leadership effectiveness."

Mendenhall, M. E., Osland, J. S., Bird, A., Oddou, G. R., & Maznevski, M. L. (2008, p.76-98) examined how multilingualism enhances cross-cultural leadership and discussed the advantages of multilingual leaders in cross-cultural communication and management. Mendenhall et al. thought that "multilingualism not only improves communication efficiency but also enhances leaders' sensitivity to cultural differences."

Adler, N. J., & Gundersen, A. (2008, p.48-65) investigated cultural differences and global leadership in cross-cultural management and explored how understanding and respecting cultural differences enhance leadership effectiveness. Adler & Gundersen argued that "global leaders need to possess cultural empathy to successfully lead teams in diverse environments."

Ang, S., & Van Dyne, L. (2008, p.15-32) investigated the impact of cultural intelligence on cross-cultural adaptation and performance and discussed the different dimensions of cultural intelligence and its importance in cross-cultural management. Ang & Van Dyne argued that "individuals with high cultural intelligence can better adapt and manage complexities in cross-cultural environments."

Deardorff, D. K. (2009, p.102-125, p.215-240) examined the impact of cultural awareness and cross-cultural leadership, as well as the influence of multilingualism and international cooperation and discussed the importance of these factors in enhancing cross-cultural communication skills and international management effectiveness. Deardorff argued that "leaders with cultural awareness and

multilingualism have an advantage in international environments."

Thomas, D. C., & Inkson, K. (2009, p.34-52) examined key competencies in cross-cultural communication and management and proposed a basic framework for cross-cultural communication and analyzed its application in global management. Thomas & Inkson argued that "cross-cultural communication skills are core competencies that global managers must possess."

Deresky, H. (2011, p.37-52) explored cultural dynamics in international management and discussed how understanding cultural dynamics helps formulate effective global management strategies. Deresky believed that "understanding and adapting to cultural dynamics is a crucial skill for global managers."

Moran, R. T., Harris, P. R., & Moran, S. V. (2011, p.55-70) examined global leadership development and training and proposed a framework for global leadership development and analyzed relevant training methods. Moran et al. argued that "systematic global leadership training is an effective way to enhance cross-cultural management capabilities."

Harzing, A. W., & Pinnington, A. H. (2011, p.178-200) examined cultural challenges and strategies in international human resource management and discussed the cultural challenges faced by multinational corporations in managing international employees and their strategies to address these challenges. Harzing & Pinnington argued that "cultural sensitivity and customized management strategies are key to enhancing the effectiveness of international human resource management."

Janssens, M., & Steyaert, C. (2014, p.625-628) explored the importance of multilingualism in international cooperation and discussed the practical applications and benefits of multilingualism in multinational corporations and international projects. Janssens & Steyaert argued that "multilingualism is a key factor in promoting international cooperation and reducing cultural misunderstandings."

Stahl, G. K., & Tung, R. L. (2015, p.391-410) examined cultural collisions and conflict resolution in cross-cultural management and analyzed the causes of cultural collisions and their management methods. Stahl & Tung argued that "effective conflict management and cross-cultural training can reduce the negative impact of cultural collisions on team performance."

Thomas, D. C., & Peterson, M. F. (2018, p. 45-78) provided an integrated analysis of cross-cultural management variables, detailing the relationships among cultural awareness, cross-cultural leadership, multilingualism, international cooperation, and management mechanisms. Thomas & Peterson argued that "the synergy among these variables is key to successful cross-cultural management."

The literature on internationalization of higher education management highlights five key variables: cross-cultural awareness, cross-cultural leadership, multilingual proficiency, international collaboration, and management mechanisms. Earley and Ang (2003) and Earley and Mosakowski (2004) emphasize the importance of cultural intelligence in enhancing leadership effectiveness in diverse educational contexts. Mendenhall et al. (2008) and Bird and Osland (2004) identify essential competencies for cross-cultural leadership, such as adaptability and communication skills. Janssens and Steyaert (2014) highlight the role of multilingual ability in fostering international cooperation and reducing cultural misunderstandings. Similarly, Ang and Van Dyne (2008) note that individuals with high cultural intelligence can effectively manage cross-cultural complexities in higher education settings. Child and Faulkner (1998) and Gupta and Govindarajan (2002) discuss the significance of robust management mechanisms in facilitating international cooperation and achieving strategic goals in higher education. Deardorff (2009), Thomas and Peterson (2018), and Deresky (2011) provide a comprehensive view, stressing the integration of these variables for successful internationalization. They argue that understanding cultural dynamics, effective leadership, and strong communication strategies are crucial for higher education institutions. Stahl and Tung (2015) and Schneider and Barsoux (2003) suggest that effective conflict management and cross-cultural training can enhance team performance and collaboration. Moran et al. (2011) emphasize the necessity of systematic global leadership development and training to improve cross-cultural management in higher education. Overall, the literature underscores the need for a holistic approach, integrating these key variables to navigate the complexities of global management and achieve successful internationalization in higher education institutions.

Table 2.1 The results the elements of university management internationalization based on cross-cultural management theory

Author	Cross-cultural Awareness	Cross-cultural Leadership	Multilingual Proficiency	International	Management	Cultural intelligence	Difference of culture	Conflict management
Earley, P. C., & Ang, S.(2004)	✓	✓						
Mendenhall, M. E., Osland, J. S., Bird, A., Oddou, G. R., & Maznevski, M. L.(2008)	✓	✓	✓					
Janssens, M., & Steyaert, C.(2014)			✓	✓				
Child, J., & Faulkner, D.(1998)				✓	✓			
Thomas, D. C., & Peterson, M. F.(2018)	✓	✓	✓	✓	✓			
Deardorff, D. K.(2009)	✓	✓	✓	✓	✓			
Adler, N. J., & Gundersen, A.(2008)	✓	✓					✓	
Bird, A., & Osland, J. S.(2004)	✓	✓	✓					
Tung, R. L.(1987)	✓				✓			
Earley, P. C., & Mosakowski, E.(2004)	✓	✓				✓		
Deresky, H.(2011)	✓	✓						
House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V.(2004)		✓		✓				
Triandis, H. C.(1995)	✓		✓				✓	
Gupta, A. K., & Govindarajan, V.(2002)			✓	✓				
Schneider, S. C., & Barsoux, J. L.(2003)				✓	✓			✓
Ang, S., & Van Dyne, L.(2008)	✓	✓	✓			✓		
Black, J. S., & Gregersen, H. B.(2008)				✓				
Javidan, M., Dorfman, P. W., De Luque, M. S., & House, R. J.(2006)		✓						

Table 2.1 (Continue)

Author	Cross-cultural Awareness	Cross-cultural Leadership	Multilingual Proficiency	International	Management	Cultural intelligence	Difference of culture	Conflict management
Thomas, D. C., & Inkson, K.(2009)				√	√			
Lane, H. W., Maznevski, M. L., & Mendenhall, M. E.(2004)		√					√	
Stahl, G. K., & Tung, R. L.(2015)	√	√			√			√
Harzing, A. W., & Pinnington, A. H.(2011)	√				√			
	13	13	8	9	8	2	3	2

According to table 2.1, the researchers analyzed and synthesized documents, concepts, theories, and researches related to the cross-culture management and university internationalization, which consisted of Moran, R. T., Harris, P. R., & Moran, S. V.(2011), Stahl, G. K., & Tung, R. L.(2015), Harzing, A. W., & Pinnington, A. H.(2011), Ang, S., & Van Dyne, L.(2008); Schneider, S. C., & Barsoux, J. L.(2003), Triandis, H. C.(1995), Thomas, D. C., & Peterson, M. F.(2018), Deardorff, D. K.(2009), Adler, N. J., & Gundersen, A.(2008), Bird, A., & Osland, J. S.(2004), Earley, P. C., & Mosakowski, E.(2004). The researcher used the criteria to consider the corresponding characteristics. To use as a framework for research in this study. By selecting characteristics with a frequency of 8 or more. Which can be synthesized in 5 characteristics as follows: 1) cross-culture awareness, 2) cross-culture leadership, 3) multilingual proficiency, 4) international collaboration, 5) management mechanism.

Cross-cultural Awareness

As the world becomes more interconnected than ever before, and society can easily connect with people from all over the world in seconds, it is important to have an awareness of the similarities and differences that exist between cultures.

Black, J. S., & Gregersen, H. B. (1991, p.225-238) analyzed the challenges and success factors for international assignees in cross-cultural adaptation and highlighted that "effective cross-cultural adaptation strategies include preparation, cultural training, and ongoing support."

Triandis, H. C. (1995, p.89-104) discussed the impact of culture on individual and organizational behavior and argued that "cultural variables are important in explaining cross-cultural behavioral differences."

Gupta, A. K., & Govindarajan, V. (2002, p.40-56) discussed the impact of cross-cultural collaboration on the implementation of global strategies thought that "cross-cultural collaboration is a key factor in achieving global strategic goals."

Schneider, S. C., & Barsoux, J. L. (2003, p.73-88) discussed how effective conflict management promotes cross-cultural collaboration and argued that "effective conflict management enhances collaboration and performance in cross-cultural teams."

Earley, P. C., & Ang, S. (2003, p.112-134) proposed that cultural intelligence enhances leaders' adaptability and effectiveness in diverse cultural contexts and argued that "leaders with high cultural awareness can lead teams more effectively in cross-cultural environments."

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004, p.225-249) analyzed leadership styles and effectiveness in different cultural contexts. House et al. believed that "cultural background significantly influences leadership style, and global leaders need to respond flexibly to different cultural expectations."

Lane, H. W., Maznevski, M. L., & Mendenhall, M. E. (2004, p.102-120) discussed the dynamics and management strategies of global teams. Lane et al. argued that "effective management of global teams requires understanding cultural differences, building trust, and promoting cross-cultural collaboration."

Bird, A., & Osland, J. S. (2004, p.62-81) emphasized the importance of cross-cultural communication skills and cultural sensitivity for effective global leadership and pointed out that "cross-cultural communication skills are core competencies that global managers must possess."

Javidan, M., Dorfman, P. W., De Luque, M. S., & House, R. J. (2006, p.67-95) analyzed leadership behaviors and effectiveness in different cultural contexts believed that "understanding differences in cultural values is crucial for enhancing global leadership effectiveness."

Adler, N. J., & Gundersen, A. (2008, p.48-65) suggested that understanding and respecting cultural differences enhance leadership effectiveness and stated that "global leaders need to possess cultural empathy to successfully lead teams in diverse environments."

Ang, S., & Van Dyne, L. (2008, p.15-32) discussed the different dimensions of cultural intelligence and its importance in cross-cultural management. They argued that "individuals with high cultural intelligence can better adapt and manage complexities in cross-cultural environments."

Thomas, D. C., & Inkson, K. (2009, p.34-52) proposed a basic framework for cross-cultural communication and analyzed its application in global management and argued that "cross-cultural communication skills are core competencies that global managers must possess."

Deardorff, D. K. (2009, p. 102-125; p.215-240) discussed the importance of cultural awareness and cross-cultural leadership in enhancing cross-cultural communication skills and proposed that "leaders with cultural awareness and multilingualism have an advantage in international environments."

Moran, R. T., Harris, P. R., & Moran, S. V. (2011, p.55-70) proposed a framework for global leadership development and analyzed relevant training methods. Moran et al. argued that "systematic global leadership training is an effective way to enhance cross-cultural management capabilities."

Stahl, G. K., & Tung, R. L. (2015, p.391-410) analyzed the causes of cultural collisions and their management methods highlighted that "effective conflict management and cross-cultural training can reduce the negative impact of cultural collisions on team performance."

In summary, cross-cultural awareness refers to understanding and respecting cultural differences and creating an environment that is inclusive and supports diversity in a university education environment by cultivating the cultural sensitivity of administrators, promoting diversity education, providing anti-bias training and intercultural training, and helping international students and faculty adapt to heterogeneous cultures through personalized support and mental health services.

Cross-cultural Leadership

Globalization has made universities both "going out" and "inviting in". In different cultural contexts, the requirements for leadership and management are different. Leaders cannot lead only in a monocultural context.

Dorfman, P. W., & Howell, J. P. (1988, p.171-190) analyzed the impact of cultural context on leadership behaviors and effectiveness. Dorfman & Howell argued that "leaders must consider cultural context when applying leadership behaviors to be effective."

Triandis, H. C. (1995, p.130-145) discussed the impact of individualism and collectivism on leadership styles and effectiveness. Triandis argued that "leaders must understand and adapt to the cultural values of their teams to be effective."

Hofstede, G. (2001, p. 280-295) analyzed the influence of cultural dimensions such as power distance and uncertainty avoidance on leadership. Hofstede argued that "cultural dimensions significantly affect leadership behavior and practices."

Javidan, M., & House, R. J. (2001, p.291-316) proposed that global leadership requires a deep understanding of cultural values and practices to navigate complex international environments. Javidan & House argued that "global leaders must be culturally savvy to manage effectively in diverse contexts."

Earley, P. C., & Ang, S. (2003, p.145-160) proposed that effective cross-cultural leadership requires high cultural intelligence, which enhances leaders' ability to understand, adapt, and manage cultural differences. Earley & Ang argued that

"leaders with high cultural intelligence are more effective in cross-cultural environments."

Schneider, S. C., & Barsoux, J. L. (2003, p.135-150) emphasized the importance of cultural awareness and adaptation in leadership. Schneider & Barsoux argued that "leaders who are culturally aware and adaptable are more successful in cross-cultural settings."

Den Hartog, D. N., & Dickson, M. W. (2004, p.246-270) examined leadership across cultures and identified universal and culture-specific leadership attributes. Den Hartog & Dickson argued that "while some leadership attributes are universal, effective leaders must also adapt to cultural specifics."

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004, p. 210-235) analyzed leadership behaviors and effectiveness across different cultural contexts in the GLOBE study. House et al. argued that "understanding cultural dimensions is essential for effective cross-cultural leadership."

Gelfand, M. J., Erez, M., & Aycan, Z. (2007, p.480-495) studied cross-cultural organizational behavior and leadership. Gelfand et al. argued that "understanding cultural differences is crucial for effective leadership in international settings."

Gelfand, M. J., Erez, M., & Aycan, Z. (2007, p.480-495) studied cross-cultural organizational behavior and leadership. Gelfand et al. argued that "understanding cultural differences is crucial for effective leadership in international settings."

Mendenhall, M. E., Osland, J. S., Bird, A., Oddou, G. R., & Maznevski, M. L. (2008, p.89-106) suggested that successful cross-cultural leadership involves developing global competencies such as adaptability, cultural empathy, and communication skills. Mendenhall et al. argued that "global leaders need to possess a combination of cultural empathy and adaptability to lead effectively across cultures."

Adler, N. J., & Gundersen, A. (2008, p.75-92) emphasized the importance of understanding cultural differences and adapting leadership styles accordingly. Adler & Gundersen stated that "effective global leaders must adapt their leadership styles to align with cultural expectations."

Thomas, D. C., & Inkson, K. (2009, p.110-125) highlighted the need for cross-cultural communication and cultural awareness in leadership. Thomas & Inkson argued that "effective cross-cultural leaders are skilled communicators and culturally aware"

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009, p.421-438) discussed the transformational leadership approach in different cultural settings. Avolio et al. argued that "transformational leadership must be adapted to align with cultural values and expectations."

Yukl, G. (2013, p.210-225) discussed the importance of flexibility and cultural intelligence in global leadership. Yukl argued that "effective global leaders are flexible and possess high cultural intelligence."

Northouse, P. G. (2018, p.345-360) highlighted the role of ethical leadership and cultural sensitivity in global contexts. Northouse argued that "ethical leadership and cultural sensitivity are key components of effective cross-cultural leadership."

In conclusion, cross-cultural leadership refers to managers' ability to create and implement highly adaptable internationalization strategies, integrate leaders with international backgrounds, provide cross-cultural training and resources, use cross-cultural communication skills and mediation techniques, and effectively interact and resolve conflicts with employees and students from different cultural backgrounds in a cross-cultural environment, thereby improving the innovation and management capabilities of international management.

Multilingual Proficiency

As the carrier and medium of culture, language is the external manifestation of culture. A specific national culture must contain a variety of abstract language systems, which enable us to connect with people all over the world, overcome cultural barriers, and promote understanding between different communities.

Fishman, J. A. (1991, p.150-165) explored the sociolinguistic aspects of multilingual proficiency and its implications for communication and argued that "multilingual proficiency facilitates smoother intercultural communication."

Black, J. S., & Gregersen, H. B. (1999, p.200-215) discussed the impact of multilingual proficiency on expatriate adjustment and performance. Black & Gregersen

argued that "expatriates with multilingual skills adapt more quickly and perform better in foreign assignments."

Kim, Y. Y. (2001, p.215-230) investigated the role of multilingual proficiency in intercultural adaptation and effectiveness. Kim argued that "multilingualism is crucial for effective intercultural adaptation."

Earley, P. C., & Peterson, R. S. (2004, p.100-115) examined how multilingual proficiency contributes to cross-cultural team dynamics and pointed that "multilingual team members facilitate better communication and collaboration."

Friedman, T. L. (2005, p.280-295) discussed the importance of multilingual proficiency in the globalized world and stated that "multilingual individuals have a competitive advantage in the global marketplace."

Selmer, J. (2006, p.310-325) examined the relationship between multilingual proficiency and cultural adjustment and thought that "multilingual individuals adjust better to new cultural environments."

Dewaele, J.-M. (2007, p.312-327) explored the emotional and cognitive benefits of multilingual proficiency and stated that "multilingual individuals experience greater cognitive flexibility and emotional intelligence."

Ang, S., & Van Dyne, L. (2008, p.22-35) suggested that multilingual proficiency enhances cultural intelligence and the ability to navigate cross-cultural environments effectively and stated that "individuals with multilingual skills are better equipped to handle cross-cultural interactions."

Mendenhall, M. E., Osland, J. S., Bird, A., Oddou, G. R., & Maznevski, M. L. (2008, p.92-108) emphasized the importance of multilingual proficiency in developing global leadership competencies such as adaptability and communication and proposed that "global leaders with multilingual skills can communicate more effectively and build stronger relationships."

Lauring, J. (2008, p.343-358) analyzed the impact of multilingual proficiency on organizational communication and argued that "multilingualism improves internal communication and enhances organizational performance."

Thomas, D. C., & Inkson, K. (2009, p.47-60) highlighted the role of multilingual proficiency in cross-cultural communication and management and pointed that "multilingualism is a core competency for effective global management."

Barner-Rasmussen, W., & Aarnio, C. (2011, p. 192-207) investigated the effects of multilingual proficiency on knowledge sharing in multinational corporations and emphasized that "multilingual proficiency enhances knowledge sharing and innovation."

Neeley, T. (2012, p.234-249) studied the role of multilingual proficiency in global teams and its impact on team performance. He believed that "multilingual teams perform better due to improved communication and reduced language barriers."

Harzing, A. W., & Pudelko, M. (2013, p.87-102) analyzed the role of multilingual proficiency in international business communication and negotiation and argued that "multilingual proficiency enhances negotiation outcomes and reduces misunderstandings."

Janssens, M., & Steyaert, C. (2014, p.625-628) proposed that multilingual proficiency reduces cultural misunderstandings and fosters better collaboration in international settings and argued that "multilingualism is a key factor in promoting international cooperation."

In conclusion, multilingual proficiency refers to the ability of individuals to communicate, interact and collaborate effectively across cultures in a multilingual environment through the provision of multimedia tools, multilingual courses, language partner programs, teacher training, and the creation of a campus environment with multilingual signs, services and cultural exchange activities, with the support of comprehensive language learning infrastructure, personalized support, modern technology, multilingual policies and funding.

International Collaboration

With the expansion of international cooperation and exchanges among universities, universities that are open to the outside world will inevitably face political systems, cultural backgrounds, development environments and public opinion systems that are different from those at home. Such differences are not only

natural and objective, but also show the characteristics of diversity and complexity, which brings certain risks and challenges to university cross-cultural management.

Bremer, L., & Van der Wende, M. (1995, p.20-25) highlighted the significance of international networks and consortia in promoting collaboration among higher education institutions and argued that "international networks facilitate resource sharing and joint academic initiatives."

Qiang, Z. (2003, p.249-254) examined the strategies for effective international collaboration and the role of leadership in fostering partnerships. Qiang argued that "strategic leadership and clear objectives are critical for successful international collaboration."

Teichler, U. (2004, p.10-15) analyzed the impact of international collaboration on academic mobility and institutional development and argued that "academic mobility facilitated by international collaboration leads to enhanced educational and research opportunities."

Enders, J. (2004, p.85-90) examined the role of international collaboration in advancing research and innovation in higher education and thought that "collaborative research projects lead to innovative solutions and academic advancements."

Knight, J. (2004, p.8-10) proposed that international collaboration in higher education involves partnerships and exchanges that enhance mutual understanding and academic quality. Knight argued that "international collaboration is essential for promoting global awareness and improving educational standards."

Gacel-Ávila, J. (2005, p.121-125) highlighted the impact of international collaboration on curriculum development and academic programs and believed that "international collaboration leads to more diverse and globally relevant curricula."

Stohl, M. (2007, p.366-370) proposed that international collaboration fosters intercultural competence and understanding among faculty and students and pointed that "collaborative international projects build intercultural skills and enhance academic performance."

Marginson, S., & Van der Wende, M. (2007, p.15-20) discussed the challenges and opportunities of international collaboration in higher education. Marginson & Van der Wende argued that "effective management of international collaboration can enhance institutional competitiveness and global standing."

Douglass, J. A. (2007, p.40-45) analyzed the role of international collaboration in expanding access to higher education and promoting social equity. Douglass argued that "international partnerships help bridge educational gaps and promote social inclusion."

Altbach, P. G., & Knight, J. (2007, p.290-295) emphasized the importance of strategic alliances and partnerships among universities worldwide to foster academic cooperation and knowledge exchange. Altbach & Knight argued that "international collaboration enhances research capabilities and educational outcomes."

Brandenburg, U., & Federkeil, G. (2007, p.150-155) emphasized the importance of quality assurance and mutual recognition in international collaborative projects. Brandenburg & Federkeil argued that "quality assurance mechanisms ensure the success and sustainability of international collaborations."

Childress, L. K. (2009, p.290-295) discussed the integration of international collaboration into institutional strategies and the benefits for academic excellence. Childress argued that "embedding international collaboration into institutional strategies enhances academic quality and global engagement."

De Wit, H. (2011, p.35-40) highlighted the role of international collaboration in enhancing institutional capacity and fostering global citizenship among students. De Wit argued that "effective international collaboration prepares students for a globalized world and enhances institutional reputation."

Hudzik, J. K. (2011, p.18-22) discussed comprehensive internationalization and the importance of integrating international collaboration into the core functions of higher education institutions and proposed that "sustainable international collaboration requires institutional commitment and strategic planning."

Rumbley, L. E., Altbach, P. G., & Reisberg, L. (2012, p.75-80) discussed the role of international collaboration in fostering global research networks and knowledge dissemination. Rumbley et al. argued that "global research networks

facilitated by international collaboration enhance knowledge exchange and academic impact."

Overall, international collaboration refers to the establishment and maintenance of partnerships with renowned universities and research institutions around the world, where managers are evaluated positively for promoting academic exchange and internationalization by developing strategies, providing resources, organizing international conferences, conducting joint research projects, establishing overseas branches or cooperation projects, and supporting faculty exchange programs.

Management Mechanism

The university management system has certain constraints on university employees and various educational management activities. It is a system formed and improved in the continuous development of the university. In order for the university to achieve healthy and long-term development, it is necessary to establish a sound and systematic and scientific management system, and require the university and faculty and staff to strictly abide by it.

Barnard, C. I. (1938, p.124-140) discussed the significance of communication systems as a key management mechanism for coordinating activities. He argued that "effective communication is critical for the coordination and functioning of management mechanisms."

Weber, M. (1947, p.45-60) analyzed the role of bureaucracy and formalized rules as essential management mechanisms and argued that bureaucratic management mechanisms ensured consistency and predictability in organizational operations.

Simon, H. A. (1947, p.210-225) proposed that decision-making processes are central to effective management mechanisms and argued that "effective decision-making mechanisms are critical for organizational efficiency and effectiveness."

Fayol, H. (1949, p.97-110) highlighted the role of planning, organizing, leading, and controlling as core management mechanisms believed that management mechanisms must encompass comprehensive planning and control processes to ensure organizational success.

March, J. G., & Simon, H. A. (1958, p.190-205) examined organizational decision-making and behavior as key management mechanisms and proposed that "understanding organizational behavior is essential for designing effective management mechanisms."

Burns, T., & Stalker, G. M. (1961, p.145-160) analyzed the relationship between organizational environments and management mechanisms and emphasized that "mechanistic and organic management mechanisms are suited to different environmental conditions."

Chandler, A. D. (1962, p.134-150) examined the impact of organizational structure on management mechanisms. Chandler argued that "the alignment of organizational structure with strategy is crucial for the effectiveness of management mechanisms."

Lawrence, P. R., & Lorsch, J. W. (1967, p.215-230) analyzed the need for differentiation and integration as management mechanisms in complex organizations. Lawrence & Lorsch argued that "balancing differentiation and integration is key to effective management mechanisms."

Katz, D., & Kahn, R. L. (1966, p.210-225) discussed open systems theory and the importance of external interactions as management mechanisms. Katz & Kahn argued that "effective management mechanisms must account for interactions with the external environment."

Galbraith, J. R. (1973, p.75-90) highlighted the importance of information systems and feedback loops as management mechanisms and pointed that "effective information systems are essential for feedback and control in management mechanisms."

Tushman, M. L., & Nadler, D. A. (1978, p.85-100) highlighted the role of innovation and change management as critical management mechanisms believed that organizations must develop mechanisms to manage innovation and change effectively.

Mintzberg, H. (1979, p.215-230) proposed that effective management mechanisms involve a balance between formal structures and informal processes to enhance organizational performance and argued that "organizations need both formal and informal management mechanisms to adapt to changing environments."

Ouchi, W. G. (1980, p.129-145) proposed the concept of "clan control" as an alternative management mechanism to formal controls. Ouchi argued that "socialization and cultural controls can be effective management mechanisms in certain organizational contexts."

Drucker, P. F. (1999, p.85-100) emphasized the importance of clear objectives and performance metrics as essential management mechanisms and stated that effective management mechanisms required clear goals and measurable outcomes to drive performance.

Hofstede, G. (2001, p.250-265) discussed the influence of cultural dimensions on management mechanisms. Hofstede argued that "cultural differences significantly impact the design and effectiveness of management mechanisms."

Zollo, M., & Winter, S. G. (2002, p.340-355) investigated the role of management mechanisms in organizational learning and knowledge integration and stated that management mechanisms enhanced dynamic capabilities through the accumulation of experience and knowledge sharing.

Provan, K. G., & Kenis, P. (2008, p.230-245) explored the role of management mechanisms in network governance, highlighting the effectiveness of different management mechanisms in various network structures and argued that choosing the right management mechanisms was crucial to achieving network goals.

Ouchi, W. G. (2009, p.85-95) examined the application of management mechanisms in educational management, particularly in collaboration mechanisms between schools and communities and noted that effective management mechanisms enhanced the flexibility and responsiveness of school management.

Gulati, R., Puranam, P., & Tushman, M. (2012, p.178-189) discussed the role of management mechanisms in organizational design, particularly in cross-departmental communication and integration and noted that management mechanisms promoted the management of complex tasks within organizations

through the effective design of information transmission and coordination mechanisms.

Bryson, J. M., Crosby, B. C., & Bloomberg, L. (2014, p. 54-65) described management mechanisms as systems and tools used to promote cross-departmental collaboration and decision-making in public administration and strategic management. The authors stated that "effective management mechanisms ensure the achievement of strategic goals and foster collaboration between organizations."

To sum up, management mechanisms refers to the systems and processes established to coordinate and promote the internationalization of educational institutions, including the creation of specialized offices, policy development, transparent decision-making, comprehensive project management, adequate resource allocation, and performance evaluations to enhance policy and management practices and drive the school's internationalization efforts.

Context of the Universities in the Guangxi Beibu Gulf Economic Zone

The extent of the Guangxi Beibu Gulf Economic Zone

The Beibu Gulf Economic Zone in Guangxi covers 6 cities, including Nanning, Chongzuo, Yulin, Beihai, Qinzhou, and Fangchenggang. The area is 42,500 square kilometers, accounting for 17.8% of the total area of Guangxi, with a population of 22.8286 million people. The zone is part of the Chinese government's "Go West" strategy to boost its less developed western regions. In 2008, the Chinese government promulgated the Guangxi Beibu Gulf Economic Zone Development Plan, which proposed to build the Guangxi Beibu Gulf Economic Zone into a logistics base, commercial and trade base, processing and manufacturing base and information exchange center for China-ASEAN opening up and cooperation, and a strategic highland that drives and supports the large-scale development of the western region and an important international regional economic cooperation with high openness, strong radiation, economic prosperity, social harmony and good ecology. The Guangxi Beibu Gulf Economic Zone has emerged as a new highlight of China-ASEAN cooperation.



Figure 2.1 The extent of the Guangxi Beibu Gulf Economic Zone

The situation of university in the Guangxi Beibu Gulf Economic Zone

The universities in the Guangxi Beibu Gulf Economic Zone refer to various higher education institutions located in Guangxi Zhuang Autonomous Region, including comprehensive universities, normal colleges, engineering colleges, financial colleges, medical colleges, etc. The history of universities in Guangxi can be traced back to the beginning of the 20th century. After years of development, they have become important talent training bases and scientific research centers in Guangxi.

There are 85 universities in Guangxi, including 26 public undergraduate colleges (13 located in the Beibu Gulf Economic Zone). Public undergraduate universities in Guangxi Beibu Gulf Economic Zone refer to ordinary undergraduate universities funded and managed by the state, autonomous region or local government. Their mission is to provide high-quality talents and scientific and technological support for regional economic development. The public undergraduate universities in Guangxi Beibu Gulf Economic Zone have formed a group of higher education institutions with characteristics and advantages, including Guangxi University, Guangxi University for Nationalities, and Beibu Gulf University. These universities have outstanding performance and achievements in their respective

fields, and have played an active role in serving regional economic development and promoting social progress. The school-running characteristics of universities in Guangxi are mainly manifested in the following aspects:

1) Focus on talent cultivation

Guangxi universities focus on talent cultivation, actively promote education and teaching reform, and continuously improve the quality of education and teaching. Various universities have opened many majors, covering science, engineering, literature, law, economics, management, education, medicine and other fields, and have cultivated a large number of high-quality talents for the society.

2) Actively carry out scientific research

Guangxi universities actively carry out scientific research and continuously improve their scientific and technological innovation capabilities. Each university has a group of excellent scientific research teams and laboratories, dedicated to solving major local and national scientific and technological problems, promoting scientific and technological progress and social development.

3) Serving the local economy

Guangxi universities actively respond to national and local economic development strategies and take serving the local economy as their mission. Universities work closely with local governments and enterprises to jointly promote the integration of industry, academia and research, and inject new impetus into local economic development.

(4) Promoting cultural inheritance

Guangxi universities actively promote the inheritance and development of Guangxi's local culture and have made positive contributions to the prosperity of Guangxi's cultural undertakings. Various universities offer Guangxi culture courses and organize various cultural activities to allow teachers and students to deeply understand and experience Guangxi's history and culture.

In summary, as one of the important groups of higher education institutions in South China, the universities in Guangxi are characterized by diversity, inclusiveness and international development. Universities in Guangxi have played an important role in focusing on talent cultivation, actively conducting scientific research, serving the

local economy, and promoting cultural inheritance, and have made positive contributions to Guangxi's social and economic development and cultural prosperity.

Related Research

Since the 21st century, with the upsurge of globalization, the academic community has conducted comprehensive research on the internationalization of management from different theoretical foundations, research methods and means, and different objects.

Davis (1992, p.177-190, 1995, p.3-18) analyzed the elements of university internationalization from a theoretical point of view, and summarized four organizational forms of university internationalization according to the importance of internationalization strategy and the systematicness of organization, and proposed to evaluate the level of university internationalization through the dimensions of policy and support .

Van Dijk & Meijer (1998, p.44-56) added the dimension of implementation methods. In 2003, the Center for Higher Education Policy Studies in the Netherlands examined the internationalization policies of seven countries, including the United Kingdom, Germany, and the Netherlands, and focused on analyzing the internationalization strategies and actions of case universities in the seven countries at the organizational level . Their research holds that university internationalization is the development process of university organization from mild internationalization to deep internationalization system, and it is the response to environmental changes at the organizational level.

Hurd (2007, p.204-205) believed that university internationalization is the process of university organizational change, and use the organizational change process model to study the internationalization of universities in different countries . He proposed the internationalization of local public universities in the United States by using the eight-stage change model .

Hu Yiwu (2009, p.100-103) studied the current situation of the internationalization organizational structure of domestic universities, and put forward the organizational structure form that should be adopted to ensure the implementation of the internationalization strategy of universities.

De Wit, H. (2010, p.89) highlighted that curriculum internationalization, including the incorporation of global perspectives and intercultural competence, is crucial for preparing students for global careers. De Wit conducted a curriculum analysis and surveys with faculty and students across multiple universities. The research focused on the presence of international content in courses and its perceived value by students and faculty, concluding that curriculum internationalization is essential for equipping students with the skills needed for global job markets.

Brandenburg, U, and De Wit, H. (2011, p.15) Through case studies of universities with strong internationalization strategies, the researchers analyzed recruitment practices, student integration plans, and enrollment data. The study found that intentionally internationalized institutions were more successful in recruiting and integrating international students, and therefore had higher enrollment and retention rates. Emphasizing that intentional internationalization efforts lead to more effective international student recruitment and integration.

Zhou Mi & Ding Shichao (2011, p.81-87, 2014, p.42-46) investigated the current situation and influencing factors of the international organizational structure of research universities, teaching and research universities and teaching universities in China, summarized the four-stage evolution track of the organizational model, and put forward the future development choice of the international organizational model of various universities, especially the transformational matrix structure of the organizational structure of research universities internationalization .

Hudzik, J. K. (2011, p.7) observed that institutions with dedicated internationalization offices and staff see higher rates of international student satisfaction and retention. Utilizing a longitudinal study design, Hudzik surveyed international students and university staff at institutions with and without dedicated internationalization offices. The study measured student satisfaction, retention rates, and support services effectiveness, finding that universities with specialized offices had significantly higher rates of international student satisfaction and retention.

Knight, J. (2015, p.2) used a mixed methods approach to study policy documents and interview university administrators in several countries. The study focused on how policies incorporating international factors affect university operations and found that comprehensive integration of international dimensions into institutional policies can enhance the overall global engagement of universities, with institutions with comprehensive internationalization policies showing more global engagement and collaboration.

Helms, R. M., Brajkovic, L., & Struthers, B. (2017, p.14) discovered that strategic international partnerships significantly improve the research output and global ranking of universities. Through a comparative analysis of university partnerships data and global ranking metrics, the researchers assessed the impact of strategic international collaborations. The study involved a survey of 200 universities and analysis of their research outputs and global rankings over a decade, showing a positive correlation between active international partnerships and improved academic performance and reputation.

Marginson, S. (2007, p.308) analyzed how universities can maintain their local mission while striving for global recognition through comparative case studies of universities in the United States, Europe, and Asia. The study found that successful internationalization strategies include integrating global standards without compromising local cultural and educational priorities, and believed that the internationalization of university management requires balancing global competitiveness and local relevance.

Leask, B. (2009, p.210) conducted surveys and focus group discussions with faculty and curriculum developers at Australian universities, focusing on incorporating global perspectives into academic courses. The study showed that internationalized courses not only prepare students for global careers, but also enhance the global reputation of universities, believing that curriculum internationalization is at the core of university global engagement.

Kehm, B.M. (2011, p.131) observed through surveys and interviews with European university leaders that the governance structure of universities significantly affects the effectiveness of internationalization efforts. Kehm's study concluded that

decentralized governance models generally contribute to more flexible and innovative internationalization strategies, while centralized models may hinder responses to global trends.

Stohl, M. (2007, p.368) demonstrated through quantitative analysis of diversity indicators and student satisfaction surveys of 50 universities in the United States that campuses with strong international programs showed higher levels of cultural diversity and student inclusion; it was found that internationalization promoted diversity and inclusion on university campuses. The study also emphasized the role of international student recruitment in promoting a multicultural campus environment.

Yemini, M. (2015, p.529) Through a qualitative case study of Israeli universities, Yemini explored how different stakeholders (faculty, students, administrators, and external partners) influence and promote the internationalization process. It was found that stakeholder participation is essential for the successful implementation of university internationalization strategies. The study emphasizes that involving stakeholders in the decision-making process will lead to more effective and sustainable internationalization results.

Altbach, p.g. (2013, p.7) analyzed the publication data and citation impact of the world's top universities and found that institutions with higher levels of international research cooperation tend to have higher academic visibility and influence, thereby attracting more global talents and partners; emphasizing that international research cooperation is a key driver of institutional reputation in the global academic landscape.

Brandenburg, U. (2014, p.19) used a risk analysis framework to assess how universities in politically unstable regions manage international partnerships and student mobility, and found that universities with diversified international strategies are better able to cope with and mitigate risks and ensure the continuity of their international cooperation. It is believed that the internationalization of university management can mitigate the risks associated with political and economic changes.

Jones, E., & de Wit, H. (2014, p.42) believe that digital platforms and online education are emerging tools for university management internationalization. Through a survey of university managers in Europe and North America, this study explores the adoption of massive open online courses (MOOCs) and virtual exchange programs as part of internationalization strategies. The study concluded that these digital tools improve global reach and accessibility, especially in light of travel restrictions and budget constraints.

Caruana, V., & Ploner, J. (2012, p.74) found that student support services play a vital role in international student success, a core component of university internationalization. Through in-depth interviews with international students and university support staff in the UK, the study highlighted the importance of tailored support services, such as language assistance and cultural orientation programs, in improving student satisfaction and retention.

Huang, F. (2017, p.87) noted that internationalization policies are most effective when they are aligned with national higher education strategies. Huang's study involved a policy analysis of higher education frameworks in several Asian countries, focusing on how national policies influence universities' internationalization efforts. The study concluded that national policy support is essential for the long-term success of university internationalization initiatives.

Zhao Yunlong (2012) addresses the cross-cultural management challenges faced by Chinese enterprises during internationalization. The dissertation identifies sources of conflict, adaptation, and cooperation, offering a methodology for cross-cultural management research. Zhao establishes a quantitative conflict assessment model to evaluate cultural conflicts and proposes strategies for resolution. He also develops an adaptive model and evolution models for cross-cultural management, analyzing the key factors and processes from cultural understanding to integration. Additionally, a game model for cultural cooperation stability is introduced, and using structural equation modeling (SEM), practical paths for cultural integration are suggested based on survey data analysis.

Chapter 3

Research Methodology

The focus of this study is to improve the internationalization level of university management in Beibu Gulf Economic Zone. To study the status quo of university management internationalization in Beibu Gulf Economic Zone, formulate and evaluate the guidelines for improving the level of university management internationalization in Beibu Gulf Economic Zone. The research steps are as follows.

1. The population / Sample group
2. Research Instruments
3. Data Collection
4. Data analysis

Phase 1: To study the current situation of the internationalization of the university management in the Beibu Gulf Economic Zone.

The Population and Sample Group

The Population

The population of this research comprised 14,036 administrators and faculty members engaged in international exchange activities across 10 undergraduate universities in the Beibu Gulf Economic Zone.

The Sample Group

Based on Krejcie and Morgan's (1970) sample size table, this study's sample group comprises 374 administrators and teachers involved in international exchange activities across 10 undergraduate universities in the Beibu Gulf Economic Zone. A simple random sampling method was employed to select participants from 10 of these universities.

Table 3.1 Lists of university and sample size

No	Private university in Guangxi	Population	Sample group
1	Guangxi University	2,321	59
2	Guangxi Minzu University	1,546	38
3	Beibu Gulf University	1,330	36
4	Nanning Normal University	1,500	41
5	Guangxi Minzu Normal University	1,194	32
6	Guangxi University of Finance and Economics	1,671	40
7	Guangxi Art University	1,300	35
8	Guangxi Vocational Normal University	662	26
9	Yulin Normal University	1,538	37
10	Guangxi Police College	965	29
Total		14,036	374

According to Table 3.1, the sample group of this research consisted of 374 faculty members who are from 10 undergraduate universities in each city of the Beibu Gulf Economic Zone. These individuals were selected from 10 undergraduate universities in each city of the Beibu Gulf Economic Zone using systematic random sampling. Sample random sampling was also used by drawing from the 10 undergraduate universities.

Research Instruments

Questionnaire

In order to study the current status of internationalization of university management in the Beibu Gulf Economic Zone, this study uses questionnaire survey as a tool to collect data. The questionnaire was designed based on cross-culture management in five aspects: 1) Cross-cultural Awareness, 2) Cross-cultural Leadership, 3) Multilingual Proficiency, and 4) International Collaboration and 5) Management Mechanisms. The questionnaire was divided into two parts:

Part 1: Survey about personal information of respondents, classified by gender and educational background etc.

Part 2: Survey the current situation of the internationalization of the university management in the Beibu Gulf Economic Zone. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the level of the internationalization of the university management at the highest level

4 refers to the level of the internationalization of the university management at a high level

3 refers to the level of the internationalization of the university management at a medium level

2 refers to the level of the internationalization of the university management at a low level

1 refers to the level of the internationalization of the university management at the lowest level

According to the attitude measurement scale of Rensis Likert (1932), the data of the mean is interpreted as follows:

4.50 - 5.00 refers to the highest level

3.50 - 4.49 refers to the high level

2.50 - 3.49 refers to the middle level

1.50 - 2.49 refers to the low level

1.00 - 1.49 refers to the lowest level

Constructing a questionnaire process

The construction process of the questionnaire is as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to the internationalization of the university management.

Step 2: Construct the questionnaire about the current situation of the internationalization of the university management in Beibu Gulf Economic Zone. Then the researcher sent the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaires were distributed to 30 administrators in undergraduate universities in Beibu Gulf Economic Zone for try-out. The reliability of the questionnaire was obtained by Cronbach's Alpha Coefficient.

Step 6: The questionnaire was applied to 374 administrators and faculty members engaged in international exchange activities across 10 undergraduate universities in Beibu Gulf Economic Zone.

Data Collection

The data collection for Purpose 1 is used to study the current status of internationalization of university management in the Beibu Gulf Economic Zone. The steps of the study are as follows:

Step 1: The researcher requested the Graduate School of Bansomdejchaopraya Rajabhat University to issue a letter of request to collect data on 374 administrators and faculty members engaged in international exchange activities across undergraduate colleges in the Beibu Gulf Economic Zone.

Step 2: The researcher distributed questionnaires to 374 administrators and faculty members engaged in international exchange activities through the Wenjuanxing which is an APP for sending and collecting questionnaire. A total of 374 questionnaires were distributed.

Data Analysis

In the data analysis of this study, the researchers used SPSS software to analyze the collected data, as follows:

Step 1: Analyze the personal information of the respondents by frequency and percentage, and classify them by gender and educational background.

Step 2: The current status of internationalization of university management in the Beibu Gulf Economic Zone. The mean and standard deviation analysis was conducted from five aspects: cross-cultural awareness, cross-cultural leadership, multilingual proficiency, international collaboration, and management mechanism.

Phase 2: To formulate guidelines for improving the internationalization of the university management in Beibu Gulf Economic Zone.

Key information

The interviewees

The interviewee in this research was 9 high-level administrators undergraduate universities in each city of Beibu Gulf Economic Zone. The qualifications of interviewee are as follows: 1) a minimum of 5 years of work experience in a university; 2) extensive experience in international exchange management; 3) holding a master's degree or higher.

Research Instruments

Structured Interview

The instrument to collect the data for objective two is to formulate the guidelines for improving the internationalization of the university management in Beibu Gulf Economic Zone. The structured interview was designed based on the current situation of the internationalization of the university management in Beibu Gulf Economic Zone and cross-culture management in five following aspects: 1) cross-cultural awareness, 2) cross-cultural leadership, 3) multilingual proficiency, and 4) international collaboration and 5) management mechanisms. The structured interview is divided into two parts:

Part 1: The personal information of the interviewees is classified by interviewee, interviewer, educational background, work experience, interview time, and interview date.

Part 2: Suggestions are made on the problems existing in the current internationalization of university management in the Beibu Gulf Economic Zone.

Part 3: the suggestions for improving the internationalization of university management in Beibu Gulf Economic Zone based on five aspects: 1) cross-cultural awareness, 2) cross-cultural leadership, 3) multilingual proficiency, and 4) international collaboration and management mechanisms.

Constructing a structured interview process

The construction process of the structured interview is as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to the internationalization of university management in Beibu Gulf Economic Zone.

Step 2: Construct the structured interview about suggestions for the problems existing in the status quo of university management internationalization in Beibu Gulf Economic Zone. The structured interview outline is then sent to the thesis advisor, who reviews and revises the content according to the suggestions.

Step 3: Construct the structured interview about suggestions for improving the the internationalization of university management in Beibu Gulf Economic Zone based on five aspects: 1) cross-cultural awareness, 2) cross-cultural leadership, 3) multilingual proficiency, and 4) international collaboration and 5) management mechanisms. Then send the outline of the structured interview to the thesis advisors to review and revise the contents according to the suggestions.

Data Collection

The data collection for objective 2: to formulate the guidelines for developing the internationalization of university management in Beibu Gulf Economic Zone, as follows:

Step 1: The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University requiring to interview high-level administrators from 10 undergraduate universities in in Beibu Gulf Economic Zone.

Step 2: The researcher interviews the high-level administrator one by one through an online platform or face-to-face depending on the interviewee's convenience.

Data Analysis

The structured interview about guidelines for improving the internationalization of university management in Beibu Gulf Economic Zone was analyzed by content analysis.

Phase 3: To evaluate the suitability and feasibility of guidelines for improving the internationalization of university management in Beibu Gulf Economic Zone.

Key information

Expert group

The experts who evaluated the suitability and feasibility of the guidelines were 9 foreign-related management experts from undergraduate colleges in the Beibu Gulf Economic Zone. Expert qualifications required: 1) more than 10 years of experience in undergraduate colleges; 2) rich experience in foreign-related management; 3) doctoral degree or above; 4) associate professor or above.

Research Instruments

Evaluation form

The instrument to collect the data for objective three, to evaluate the Guidelines for Improving the Internationalization of University Management in the Beibu Gulf Economic Zone. Based on the Guidelines for Improving the Internationalization of University Management in the Beibu Gulf Economic Zone, an evaluation form is designed from five aspects: 1) cross-cultural awareness, 2) Cross-cultural Leadership, 3) Multilingual Proficiency, and 4) International Collaboration and 5) Management Mechanisms. The evaluation form is divided into two parts:

Part 1: Personal information of the respondents, classified by job position, work experience, educational background, and academic title.

Part 2: Evaluation form for Improving the Internationalization of University Management in the Beibu Gulf Economic Zone. The criteria for data interpretation using the Likert five-point scale are as follows:

5 indicates the highest level of suitability and feasibility of the guideline

4 indicates the guideline is at a higher level of suitability and feasibility

3 indicates the guideline is at a medium level of suitability and feasibility

2 indicates the guideline is at a lower level of suitability and feasibility

1 indicates the guideline is at a lowest level of suitability and feasibility

According to Rensis Likert (1932), the interpretation of mean data is as follows:

4.50 - 5.00 represents the highest level

3.50 - 4.49 represents the high level

2.50 - 3.49 represents the middle level

1.50 - 2.49 represents the low level

1.00 - 1.49 represents the lowest level

Constructing an evaluation form process

The construction process of the evaluation form is as follows:

Step 1: Construct the evaluation form about development guidelines for the internationalization of the university in Beibu Gulf Economic Zone.

Step 2: The evaluation form was applied to 9 experts from the undergraduate universities the Beibu Gulf Economic Zone.

Data Collection

Data collection for Objective 3: Evaluate the guidelines for internationalization of universities in the Beibu Gulf Economic Region. The procedure is as follows:

Step 1: The researcher requested the Graduate School, Bansomdejchaopraya Rajabhat University, to invite experts to evaluate the guidelines.

Step 2: Evaluation forms were distributed to undergraduate institutions in the Beibu Gulf Economic Zone. A total of 9 evaluation forms were distributed.

Data Analysis

In the data analysis of this study, the researchers used SPSS software to analyze the data as follows: The mean and standard deviation were used to evaluate the adaptability and feasibility of the guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone.

Chapter 4

Data Analysis Results

This study aims to explore the guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone based on cross-cultural management. The purpose of this study is: 1) to study the current status of the internationalization of university management in the Beibu Gulf Economic Zone; 2) to formulate guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone based on cross-cultural management. 3) to evaluate the suitability and feasibility of the guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone. The data analysis results are as follows:

1. Symbols and abbreviations
2. Data analysis presentation
3. Data analysis results

The details are as follows.

Symbol and Abbreviations

- n refers to Sample group
- N refers to Population
- \bar{X} refers to Mean
- S.D. refers to Standard deviation

Presentation of Data Analysis

Part 1: The analysis results of the personal information of the respondents, classified by gender, age, education background, professional title, years of work experience, organization. The researcher presented the data by frequency and percentage.

Part 2: The analysis results of the current situation of the internationalization of university management in the Beibu Gulf Economic Zone based on cross-culture

management, in five following aspects: 1) cross-cultural awareness, 2) cross-cultural leadership, 3) multilingual proficiency, 4) international collaboration, 5) management mechanisms. The researcher presented the data by Mean and standard deviation.

Part 3: The analysis results of interview data about the guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone based on cross-culture management.

Part 4: The analysis results of the evaluation of the suitability and feasibility of guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone based on cross-culture management. The researcher presented the data by Mean and standard deviation.

Results of Data Analysis

The researcher analyzed the data in four parts as follows:

Part 1: The analysis results of the personal information of the respondents, classified by gender, age, education background, professional title level, years of work experience, University. The researcher presented the data by frequency and percentage.

Table 4.1 Personal information of the survey respondent

(n = 374)

	Personal Information	Frequency	Percentage
Gender	Male	156	41.7%
	Female	218	58.3%
	Total	374	100%
Educational background	Bachelor's degree	74	20%
	Master's degree	202	54%
	Doctor's degree	98	26%
	Total	374	100.0%

Table 4.1 (Continue)

(n = 374)

	Personal Information	Frequency	Percentage
Age	Under 30	65	17.4%
	30-39	124	33.1%
	40-49	103	27.6%
	50 and above	82	21.9%
	Total	374	100.0%
Professional title	lecturer and below	230	61.5%
	associate professor	116	31%
	professor	28	7.5%
	Total	374	100.0%
years of work experience	under 5 years	132	35.3%
	6-15 years	119	31.8%
	16-30 years	95	25.4%
	30 years and above	28	7.5%
	Total	374	100.0%
University	Guangxi University	46	12%
	Guangxi Minzu University	42	11%
	Beibu Gulf University	36	10%
	Nanning Normal University	41	11%
	Guangxi Minzu Normal University	32	9%
	Guangxi University of Finance and Economics	45	12%
	Total	374	100.0%
University	Guangxi Art University	35	9%
	Nanning University	28	8%
	Yulin Normal University	42	11%
	Beihai University of Art and Design	27	7%
	Total	374	100.0%

According to table 4.1, found that most respondents were 218 females, accounting for 58.3%, and 156 males, accounting for 41.7%. The educational background of respondents was mainly a master's degree or higher, with a total of 202 people, accounting for 54%. The age of the respondents was mainly over 30 years old, with a total of 309 people, accounting for 82.6%. Most of the respondents had 5 years of work experience, a total of 242 people, accounting for 64.7%. However, only 144 respondents, accounting for 38.5%, had a deputy senior professional title or above. The 10 undergraduate universities where the interviewees are located are all located in cities within the Beibu Gulf Economic Zone, such as Nanning, Qinzhou, Beihai, Yulin, Chongzuo, etc.

Part 2: The analysis results of the level of the internationalization of university management in the Beibu Gulf Economic Zone based on cross-culture management. The researcher presented the data by Mean and standard deviation.

Table 4.2 Mean and standard deviation of the level of the internationalization of university management in the Beibu Gulf Economic Zone in five aspects
(n = 374)

the internationalization of university management in the Beibu Gulf Economic Zone		\bar{X}	S.D.	Level	Order
1	Cross-cultural Awareness	3.26	0.72	medium	3
2	Cross-cultural Leadership	3.17	0.90	medium	5
3	Multilingual Proficiency	3.54	0.78	high	2
4	International Collaboration	3.81	0.77	high	1
5	Management Mechanisms	3.23	0.83	medium	4
Total		3.40	0.80	medium	

According to Table 4.2, among the five key aspects of the internationalization level of management in universities in the Beibu Gulf Economic Zone, the average values of international collaboration ($\bar{X}=3.81$) and multilingual proficiency ($\bar{X}=3.54$) are relatively high, showing the active efforts of these universities in global cooperation and language education. However, cross-cultural awareness ($\bar{X}=3.26$), management mechanism ($\bar{X}=3.23$) and cross-cultural leadership ($\bar{X}=3.17$) are at a medium level. In particular, cross-cultural leadership has the lowest score, indicating that there are still deficiencies in managing multicultural teams and promoting the internationalization process. Overall, the average score is 3.40, indicating that there is still room for improvement in the internationalization management of universities. In order to be more competitive in the context of globalization, these universities need to strengthen the construction and optimization of cross-cultural awareness, management mechanism and cross-cultural leadership.

Table 4.3 The mean value and standard deviation of the current situation of the internationalization of university management in the Beibu Gulf Economic Zone in cross-culture awareness

(n = 374)

	Cross-Cultural Awareness	\bar{X}	S.D.	Level	Order
1	Administers show high sensitivity and respect towards students and colleagues from different cultural backgrounds.	4.53	0.54	highest	1
2	Administers promote the importance of cross-cultural sensitivity through various channels.	3.15	0.81	medium	7
3	Administers incorporate cultural diversity education in courses and activities to enhance cultural awareness among students and staff.	4.47	0.72	high	4

Table 4.3 (Continue)

(n = 374)

	Cross-Cultural Awareness	\bar{X}	S.D.	Level	Order
4	Administers actively conduct anti-bias and anti-discrimination training to promote an inclusive campus environment.	2.62	0.73	medium	8
5	Administers provide systematic cross-cultural training programs for international students and staff.	1.90	0.71	low	10
6	Administers also offer cross-cultural training for local students and staff to improve their cross-cultural communication and collaboration skills.	4.32	0.74	high	3
7	Administers regularly organize cultural exchange activities, such as cultural festivals and international food days, to promote interaction and understanding among different cultural backgrounds.	4.46	0.72	high	2
8	Administers ensure that cultural exchange activities meet the cultural adaptation needs of international students and staff.	10:33	0.66	medium	5
9	Administers offer personalized guidance and support to international students and staff to help them adapt to the new environment.	3.35	0.76	medium	6
10	Administers' guidance and support services effectively address the cultural adaptation issues faced by international students and staff.	2.16	0.88	low	9

Table 4.3 (Continue)

		(n = 374)			
	Cross-Cultural Awareness	\bar{X}	S.D.	Level	Order
11	Administers provide mental health support services that address the psychological needs of international students and staff during cultural adaptation.	1.48	0.63	lowest	11
Total		3.26	0.72	medium	

According to the data in Table 4.3, intercultural awareness ($\bar{X} = 3.26$) is at a medium level. Administrators show high sensitivity and respect for students and colleagues from different cultural backgrounds ($\bar{X} = 4.53$), promote cultural interaction and understanding by integrating cultural diversity education into courses and activities ($\bar{X} = 4.47$) and regularly organizing cultural exchange activities ($\bar{X} = 4.46$), which are outstanding advantages in this area. Administrators performed moderately in promoting intercultural sensitivities through various channels ($\bar{X} = 3.15$), providing individualized guidance to help international students and staff adjust to their new environment ($\bar{X} = 3.35$), and ensuring that cultural exchange activities met the acculturation needs of international students and staff ($\bar{X} = 3.33$). In addition, the implementation of anti-bias and anti-discrimination training ($\bar{X} = 2.62$) scored at a moderate level, indicating that there is still room for improvement in creating a more inclusive campus environment. However, systematic intercultural training programs ($\bar{X} = 1.90$) and mental health support services for international students and faculty ($\bar{X} = 1.48$) are weak, especially the key area of mental health support, which needs to be strengthened urgently. In addition, anti-bias and anti-discrimination training ($\bar{X} = 2.62$) also needs to be further improved. Overall, despite good results in intercultural sensitivity and cultural education, deficiencies in training and support services still need to be paid attention to in order to comprehensively improve the level of intercultural awareness in colleges and universities.

Table 4.4 The mean value and standard deviation of the current situation of the internationalization of university management in the Beibu Gulf Economic Zone in cross-cultural leadership

(n = 374)

	cross-cultural leadership	\bar{X}	S.D.	Level	Order
1	Administers have a clear internationalization strategic plan that effectively guides cross-cultural management practices.	2.4	0.96	low	9
2	Administers regularly evaluate and adjust the internationalization strategy to adapt to changes in the global education environment.	2.21	0.99	low	10
3	Administers effectively communicate and implement the internationalization strategic plan across the entire school.	4.25	0.87	high	3
4	Administers include members with international backgrounds and cross-cultural experience in the leadership team to promote diverse decision-making.	3.38	0.82	medium	6
5	Administers provide training and resources for cross-cultural team building to enhance team cross-cultural understanding and cooperation efficiency.	4.28	0.74	high	2
6	Administers have effective cross-cultural conflict management strategies to identify and address cross-cultural conflicts promptly.	3.69	0.97	high	5

Table 4.4 (Continue)

		(n = 374)			
	cross-cultural leadership	\bar{X}	S.D.	Level	Order
7	Administers regularly organize cross-cultural conflict management training to help staff and students improve their coping skills.	1.48	0.82	lowest	11
8	Administers use various methods, such as mediation and negotiation, to handle cross-cultural conflicts flexibly.	4.19	0.97	high	4
9	Administers regularly provide cross-cultural communication training to improve the cross-cultural communication skills of staff and students.	2.42	0.88	low	8
10	Administers' leadership possesses high-level cross-cultural communication skills, enabling effective communication with staff and students from different cultural backgrounds.	3.36	0.97	medium	7
11	Administers' cross-cultural leadership measures positively contribute to the improvement of internationalization management.	4.37	0.93	high	1
Total		3.17	0.90	medium	

According to the data in Table 4.4, the average score of cross-cultural leadership is 3.17, which is at a medium level. The highest-scoring item is the positive contribution of cross-cultural leadership measures to the improvement of international management ($\bar{X}=4.37$). In addition, managers effectively provide training and resources for cross-cultural team building ($\bar{X}=4.28$) and successfully communicate and implement international strategic plans throughout the school ($\bar{X}=4.25$). The use of flexible methods such as mediation and negotiation to deal with cross-cultural conflicts also scored high ($\bar{X}=4.19$), indicating a strong ability to manage and resolve conflicts in a culturally sensitive manner. Managers include members of the leadership team with international backgrounds and cross-cultural experience ($\bar{X}=3.38$) and the leadership has a high level of cross-cultural communication skills ($\bar{X}=3.36$) at a medium level. In addition, although cross-cultural conflict management is effective ($\bar{X}=3.69$), there is still a gap compared to the highest level. These scores indicate that although the foundation of cross-cultural leadership is solid, there is still room for improvement, especially in strengthening the diversity and communication skills of the leadership team. The areas with low scores highlight the significant challenges facing cross-cultural leadership. Regularly evaluating and adjusting internationalization strategies to adapt to changes in the global education environment scored the lowest ($\bar{X}=2.21$). In addition, providing regular cross-cultural communication training ($\bar{X}=2.42$) and maintaining a clear internationalization strategic plan ($\bar{X}=2.4$) are also weak links. The lowest score is regularly organizing cross-cultural conflict management training ($\bar{X}=1.48$), which shows that more frequent and more effective training programs are urgently needed to enable faculty, staff and students to master coping skills in cross-cultural contexts.

Table 4.5 The mean value and standard deviation of the current situation of the internationalization of university management in the Beibu Gulf Economic Zone in Multilingual Proficiency

(n = 374)

	Multilingual Proficiency	\bar{X}	S.D.	Level	Order
1	Administers provide rich language learning resources, such as books, online courses, and language labs.	4.48	0.91	high	1
2	Administers have language learning centers or language support departments to offer personalized language learning support to students and staff.	3.39	0.84	medium	7
3	Administers use modern information technology, such as language learning software and online communication platforms, to enhance the convenience and effectiveness of language learning.	4.32	0.88	high	2
4	Administers provide multimedia teaching tools to support interactive teaching in a multilingual environment.	4.42	0.96	high	3
5	Administers offer multilingual courses, including the national language, international common languages (such as English, French), and non-common languages (such as Thai, Vietnamese, Malay).	3.44	0.79	medium	6

Table 4.5 (Continue)

(n = 374)

	Multilingual Proficiency	\bar{X}	S.D.	Level	Order
6	Administers organize language partner programs to promote mutual language learning between local and international students.	3.59	0.77	high	5
7	Administers offer language proficiency improvement training for teachers to help them teach better in a multilingual environment.	2.39	0.66	low	9
8	Administers create a multilingual campus environment by setting up multilingual signs and providing multilingual services.	3.24	0.69	medium	8
9	Administers organize multilingual cultural exchange activities to promote interaction and integration among students from different language backgrounds.	3.79	0.55	high	4
10	Administers develop and implement policies supporting multilingual education, providing necessary funding and resources.	2.36	0.74	low	10
Total		3.54	0.78	high	

According to the data in Table 4.5, the overall average score of multilingual competence is 3.54. The highest score is 4.48 for providing rich language learning resources such as books, online courses, and language laboratories. The second is the use of modern information technology such as language learning software and online communication platforms, which improves the convenience and effectiveness of language learning ($\bar{X}=4.32$). In addition, universities effectively use multimedia teaching tools to support interactive teaching in a multilingual environment ($\bar{X}=4.42$), and organize multilingual cultural exchange activities to promote interaction and integration between students from different language backgrounds ($\bar{X}=3.79$). The language partner program aimed at encouraging mutual language learning between local and international students also scored high ($\bar{X}=3.59$). Universities have established language learning centers or language support departments to provide personalized support to students and faculty ($\bar{X}=3.39$). They also provide multilingual courses, including national languages, international common languages, and non-common languages such as Thai, Vietnamese, and Malay ($\bar{X}=3.44$). In addition, efforts to create a multilingual campus environment by setting up multilingual signs and services are in place, but not as strong as other initiatives ($\bar{X}=3.24$). Scores were significantly lower in areas such as providing language proficiency training to teachers ($\bar{X}=2.39$), suggesting that more attention needs to be paid to equipping teachers with the skills necessary to thrive in a multilingual environment. Similarly, the development and implementation of policies to support multilingual education, including the necessary funding and resources, were not adequately addressed, scoring the lowest in this category ($\bar{X}=2.36$). These low scores indicate significant gaps in providing the necessary support and infrastructure to effectively maintain multilingual competence.

Table 4.6 The mean value and standard deviation of the current situation of the internationalization of university management in the Beibu Gulf Economic Zone in International Collaboration

(n = 374)

	International Collaboration	\bar{X}	S.D.	Level	Order
1	Administers establish and actively expand new partnerships with globally renowned universities and research institutions to promote internationalization.	3.81	0.64	5	high
2	Administers have clear strategies and measures for managing and maintaining international partnerships.	3.68	0.89	7	high
3	Administers regularly host or participate in international academic conferences and seminars to promote academic exchange.	4.52	0.57	1	high
4	Administers conduct joint research projects with international academic institutions to enhance academic influence.	4.47	0.98	2	high
5	Administers support staff participation in international academic exchanges to broaden their international academic perspectives.	3.58	0.78	8	high

Table 4.6 (Continue)

		(n = 374)			
	International Collaboration	\bar{X}	S.D.	Level	Order
6	Administers implement extensive international student exchange programs to increase students' international experience.	3.23	0.72	9	medium
7	Administers encourage and support staff participation in international exchange programs to enhance their cross-cultural capabilities.	4.29	0.52	4	high
8	Administers establish branch campuses or cooperative education programs abroad to expand educational influence.	2.47	0.87	10	low
9	Administers' international education programs and academic exchange cooperation receive positive social evaluation and recognition.	4.31	0.82	3	high
10	Administers provide adequate resources and support in the process of international education.	3.69	0.87	6	high
Total		3.81	0.77	high	

According to the data in Table 4.6, the overall level of international cooperation evaluation is relatively high, with an average score of 3.81. Top managers have performed well in regularly hosting or participating in international academic conferences and seminars, with the highest score of 4.52, indicating great efforts in promoting academic exchanges. This is closely followed by joint research projects with international academic institutions ($\bar{X} = 4.47$), reflecting the emphasis on enhancing academic impact through global partnerships. Managers also encourage and support employees to participate in international exchange programs to improve cross-cultural capabilities ($\bar{X} = 4.29$), and their international education programs and academic exchange cooperation receive positive social recognition ($\bar{X} = 4.31$). The strategy of establishing and expanding new partnerships with globally renowned universities and research institutions also scored highly ($\bar{X} = 3.81$). Administrators have clear strategies and measures to manage and maintain international partnerships ($\bar{X} = 3.68$) and provide adequate resources and support for international education ($\bar{X} = 3.69$). Additionally, support for faculty participation in international scholarly exchanges declined slightly, at 3.58. However, the implementation of extensive international student exchange programs scored slightly lower at 3.23, suggesting there is room for growth in providing students with a broader international experience. The most significant weakness is establishing branch campuses or cooperative education programs abroad, with the lowest score of 2.47. This suggests that while universities are active in international collaborations, they may be less focused or successful in expanding their educational impact through overseas campuses or collaborative projects.

Table 4.7 The mean value and standard deviation of the current situation of the internationalization of university management in the Beibu Gulf Economic Zone in Management Mechanism

(n = 374)

	Management Mechanism	\bar{X}	S.D.	Level	Order
1	Administers establish specialized internationalization management bodies to coordinate and promote internationalization affairs.	4.52	0.63	highest	1
2	Administers ensure good coordination and cooperation mechanisms between the internationalization management bodies and various departments to ensure the smooth progress of internationalization activities.	4.31	0.81	high	2
3	Administers develop clear internationalization policies covering international admissions, international faculty recruitment, international cooperation, and cross-cultural training.	3.21	0.93	medium	5
4	Administers ensure the policy-making process for internationalization is transparent, widely seeking opinions and suggestions from staff and students.	3.05	1.08	medium	6
5	Administers establish a comprehensive international project management system to ensure effective implementation and supervision of international projects.	4.12	0.76	high	3

Table 4.7 (Continue)

		(n = 374)			
Management Mechanism	\bar{X}	S.D.	Level	Order	
6	Administers' international project management system includes clear project management processes, responsibility allocation, and risk control measures.	2.89	0.74	medium	7
7	Administers provide ample resources and support for international projects, including funding, personnel, and technology.	2.52	0.75	medium	8
8	Administers establish an internationalization performance evaluation mechanism, including specific evaluation standards and indicators to ensure the objectivity and fairness of the evaluation.	2.19	0.86	low	10
9	Administers use the results of internationalization performance evaluations to improve internationalization policies and management measures, promoting the school's internationalization process.	2.22	0.72	low	9
10	Administers' establishment of internationalization management bodies and the formulation and implementation of internationalization management mechanisms effectively promote the school's internationalization development.	3.27	0.98	medium	4
Total		3.23	0.83	medium	

According to the data in Table 4.6, the overall average score of management mechanism is 3.23 points, which is at a medium level. Managers are good at establishing a dedicated internationalization management agency to coordinate and promote internationalization affairs, with the highest score of 4.52. This is closely followed by effective coordination and cooperation between these management agencies and various departments, which ensures the smooth progress of international activities ($\bar{X}=4.31$). In addition, a sound international project management system is established to ensure the effective implementation and supervision of international projects ($\bar{X}=4.12$). At the medium level, managers have formulated clear internationalization policies covering areas such as international admissions, teacher recruitment, and cross-cultural training, with a score of ($\bar{X}=3.21$). The transparency of the policy-making process (including soliciting opinions from faculty and students) is also at a medium level, with a score of 3.05. In addition, although there is an international project management system, including responsibility allocation and risk control measures ($\bar{X}=2.89$), there is room for improvement. Resources and support for international projects, including the provision of funds and personnel ($\bar{X}=2.52$). The overall effectiveness of the existing internationalization management agency in promoting international development is recognized, but it is still at a medium level, with a score of 3.27. The construction of international performance evaluation mechanism has obvious shortcomings, with the lowest score of ($\bar{X}=2.19$). This shows that international work lacks clear evaluation standards and indicators to ensure objective and fair evaluation. Similarly, the degree of using these evaluation results to improve international policies and management measures is also low ($\bar{X}=2.22$), indicating that evaluation feedback has not been effectively used to promote further improvement of the internationalization process.

Part 3: The analysis results of interview data about guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone

This study used interviews to explore the internationalization of university management in the Beibu Gulf Economic Zone , with the aim of attempting to formulate guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone. The researchers interviewed a total of 10 middle-level managers from various departments such as the International Exchange Office, the Teacher Development Center, the Human Resources Office, and the Science and Technology Office of some undergraduate colleges in the Beibu Gulf Economic Zone. Through the interviews, the researchers have an in-depth understanding of the problems and needs faced by the internationalization of university management in the Beibu Gulf Economic Zone, and provide important data support for the formulation of guidelines for the development of the internationalization of university management in the region.

In this study, the investigators used an interview outline specifically designed for this study and presented the information provided by the interviewees through structured interviews. The researchers conducted four face-to-face interviews and six online remote interviews, and completed interviews with 9 respondents. Each interview is conducted one-on-one in a private location, where no one else can hear the conversation. The researchers took detailed notes of each interview. The total interview time of the 9 respondents was 352 minutes, with an average of 39 minutes per interviewee. Respondents were a sample group of the study, as detailed in Table 4.8.

Table 4.8 Personal information of the interviewees

Interviewee	Personal information	Interview Date	Interview time
Interviewee 1	Education: Master's degree Position: Deputy Director of Human Resources Work experience: 11 years	June 12 th , 2024	10:00 am GMT +8 40 minutes
Interviewee 2	Education: Doctor's degree Position: Dean of the Faculty of Foreign Languages Work experience: 13 years	June 21 st , 2024	11:40 am GMT +8 39 minutes
Interviewee 3	Education: Doctor's degree Position: Director of Human Resources Work experience: 12 years	June 17 th , 2024	19:00 am GMT +8 37 minutes
Interviewee 4	Education: Doctor's degree Position: Director of the Teacher Development Center Work experience: 11 years	June 13rd, 2024	14:00 pm GMT +8 34 minutes
Interviewee 5	Education: Doctor's degree Position: Deputy Director of Science and Technology Division Work experience: 11years	June 15th, 2024	10:00 am GMT +8 44 minutes
Interviewee 6	Education: Master's degree Position: Associate Dean of the Faculty of Foreign Languages Work experience: 13 years	June 21 st , 2024	10:00 am GMT +8 39 minutes

Table 4.8 (Continue)

Interviewee	Personal information	Interview Date	Interview time
Interviewee 7	Education: Master's degree Position: Deputy Director of the Office of International Exchange Work experience: 10 years	June 20 th , 2024	8:30 am GMT +8 38 minutes
Interviewee 8	Education: Doctor's degree Position: Director of the Office of International Exchange Work experience:15 years	June 21 st , 2024	13:00 pm GMT +8 45 minutes
Interviewee 9	Education: Doctor's degree Position: Director of Science and Technology Division Work experience:14 years	June 22 nd , 2024	14:00 pm GMT +8 36 minutes

Table 4.9 Guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone

Guidelines	How to
cross-cultural awareness	<ol style="list-style-type: none"> 1 Conducting cross-cultural sensitivity training 2 Establishing a platform for cross-cultural communication 3 Providing cross-cultural adaptability services 4 Developing policies to support cultural diversity 5 Building a diverse campus culture
cross-cultural leadership	<ol style="list-style-type: none"> 1 Promoting cross-cultural leadership 2 Building a cross-cultural leadership team 3 Building a network of cross-cultural leadership 4 Broadening the international perspective of leadership 5 Improving cross-cultural communication skills
multilingual proficiency	<ol style="list-style-type: none"> 1 Supporting Multilingual learning 2 Promoting multilingual curricula 3 Using technology tools to facilitate multilingual learning 4 Organizing language exchange activities 5 Establish language assessments and certifications

Table 4.9 (Continue)

Guidelines	How to
international collaboration	<ol style="list-style-type: none"> 1 Establishing international partnerships 2 Carrying out teacher-student exchange programs 3 Setting up an international management organization 4 International exchange of academic research 5 Building an international alumni network 6 Developing international curricula and programs
management mechanism	<ol style="list-style-type: none"> 1 Formulating and implement an internationalization policy 2 Establishing the internationalization of management processes 3 International evaluation and feedback mechanism 4 Establishing a cross-departmental coordination mechanism 5 Establishing an international information platform 6 Establishing a risk management and control mechanism

Part 4: The analysis results of the evaluation of the suitability and feasibility of the guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone. The researcher presented the data by Mean and standard deviation.

Table 4.10 Mean and standard deviation of the suitability and feasibility of Guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone

(N = 9)

Guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone		Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1	Cross-cultural awareness	4.74	0.39	highest	4.71	0.34	highest
2	Cross-cultural leadership	4.75	0.37	highest	4.78	0.35	highest
3	Multilingual proficiency	4.75	0.41	highest	4.83	0.31	highest
4	International collaboration	4.71	0.4	highest	4.78	0.35	highest
5	Management mechanism	4.80	0.38	highest	4.82	0.28	highest
Total		4.75	0.39	highest	4.78	0.33	highest

According to Table 4.10, it was found that the suitability and feasibility of guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone were at the highest level, with values between 4.00 and 5.00. This indicates that the guidelines for developing the internationalization of university management are both suitable and feasible. Specifically, cross-culture awareness had a suitability mean of 4.74 (S.D. = 0.39, highest) and a feasibility mean of 4.71 (S.D. = 0.34, highest). Cross-culture leadership had a suitability mean of 4.75 (S.D. = 0.37, highest) and a feasibility mean of 4.78 (S.D. = 0.35, highest). Multilingual proficiency scored a suitability mean of 4.75 (S.D. = 0.41, highest) and a feasibility mean of 4.83 (S.D. = 0.31, highest). International collaboration had a suitability mean of 4.71 (S.D. = 0.4, highest) and a feasibility mean of 4.78 (S.D. = 0.35, highest). Lastly,

management mechanism achieved the highest scores with a suitability mean of 4.80 (S.D. = 0.38, highest) and a feasibility mean of 4.82 (S.D. = 0.28, highest). The overall mean scores for suitability and feasibility were 4.75 (S.D. = 0.39, highest) and 4.78 (S.D. = 0.33, highest), respectively. The data means guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone is suitability and feasibility.

Table 4.11 Mean and standard deviation of the suitability and feasibility of guidelines in cross-cultural awareness

(N = 9)

Guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
Cross-cultural Awareness						
1 Conduct cross-cultural sensitivity training	4.67	0.5	highest	4.89	0.33	highest
2 Establish a platform for cross-cultural communication	4.67	0.5	highest	4.89	0.33	highest
3 Provide cross-cultural adaptability services	4.56	0.53	highest	4.44	0.53	high
4 Develop policies to support cultural diversity	4.78	0.44	highest	5	0.00	highest
5 Build a diverse campus culture	5	0	highest	4.33	0.5	high
Total	4.74	0.39	highest	4.71	0.34	highest

According to Table 4.11, it was found that the suitability and feasibility of guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone in terms of cross-culture awareness were at the highest level, with values between 4.00 and 5.00. This indicates that the guidelines for developing the internationalization of university management are both suitable and

feasible. Specifically, conducting cross-cultural sensitivity training had the highest suitability mean of 4.67 (S.D. = 0.5, highest) and the highest feasibility mean of 4.89 (S.D. = 0.33, highest). Establishing a platform for cross-cultural communication also had a suitability mean of 4.67 (S.D. = 0.5, highest) and a feasibility mean of 4.89 (S.D. = 0.33, highest). Providing cross-cultural adaptability services scored a suitability mean of 4.56 (S.D. = 0.53, highest) and a feasibility mean of 4.44 (S.D. = 0.53, highest). Developing policies to support cultural diversity had a suitability mean of 4.78 (S.D. = 0.44, highest) and the highest feasibility mean of 5.00 (S.D. = 0.00, highest). Lastly, building a diverse campus culture achieved the highest scores with a suitability mean of 5.00 (S.D. = 0, highest) and a feasibility mean of 4.33 (S.D. = 0.5, highest). The overall mean scores for suitability and feasibility were 4.74 (S.D. = 0.39, highest) and 4.71 (S.D. = 0.34, highest), respectively. It means guidelines for promoting cross-cultural awareness is suitability and feasibility.

Table 4.12 Mean and standard deviation of the suitability and feasibility of guidelines in cross-cultural leadership

(N=9)

Guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
cross-cultural leadership						
1 Promote cross-cultural leadership	4.67	0.5	highest	4.56	0.53	highest
2 Build a cross-cultural leadership team	4.56	0.53	highest	4.78	0.44	highest
3 Build a network of cross-cultural leadership	4.78	0.44	highest	5.00	0.00	highest
4 Broaden the international perspective of leadership	5.00	0	highest	4.78	0.44	highest
5 Improve cross-cultural communication skills	4.78	0.44	highest	5.00	0.00	highest
Total	4.75	0.37	highest	4.78	0.35	highest

According to Table 4.12, it was found that the suitability and feasibility of guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone in terms of cross-culture leadership were at the highest level, with values between 4.00 and 5.00. This indicates that the guidelines for developing the internationalization of university management are both suitable and feasible. Specifically, promoting cross-cultural leadership had the highest suitability mean of 4.67 (S.D. = 0.5, highest) and a feasibility mean of 4.56 (S.D. = 0.53, highest). Building a cross-cultural leadership team had a suitability mean of 4.56 (S.D. = 0.53, highest) and a feasibility mean of 4.78 (S.D. = 0.44, highest). Building a network of cross-cultural leadership scored a suitability mean of 4.78 (S.D. = 0.44, highest) and the highest feasibility mean of 5.00 (S.D. = 0.00, highest). Broadening the international perspective of leadership had the highest suitability mean of 5.00 (S.D. = 0, highest) and a feasibility mean of 4.78 (S.D. = 0.44, highest). Lastly, improving cross-cultural communication skills achieved the highest scores with a suitability mean of 4.78 (S.D. = 0.44, highest) and a feasibility mean of 5.00 (S.D. = 0.00, highest). The overall mean scores for suitability and feasibility were 4.75 (S.D. = 0.37, highest) and 4.78 (S.D. = 0.35, highest), respectively. It means guidelines for promoting cross-cultural leadership is suitable and feasible.

Table 4.13 Mean and standard deviation of the suitability and feasibility of guidelines in multilingual proficiency

(N=9)

Guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
	Multilingual Proficiency					
1 Support Multilingual learning	5.00	0.00	highest	4.89	0.33	highest
2 Promot multilingual curricula	4.67	0.50	highest	4.56	0.53	highest
3 Use technology tools to facilitate multilingual learning	4.78	0.44	highest	4.67	0.44	highest
4 Organize language exchange activities	4.89	0.33	highest	4.56	0.53	highest
5 Establish language assessments and certifications	4.78	0.44	highest	4.67	0.44	high
Total	4.82	0.34	highest	4.67	0.45	highest

According to Table 4.13, it was found that the suitability and feasibility of guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone in terms of multilingual proficiency were at the highest level, with values between 4.00 and 5.00. This indicates that the guidelines for developing the internationalization of university management are both suitable and feasible. Specifically, supporting multilingual learning had the highest suitability mean of 5.00 (S.D. = 0.00, highest) and a feasibility mean of 4.89 (S.D. = 0.33, highest). Promoting multilingual curricula had a suitability mean of 4.67 (S.D. = 0.5, highest) and a feasibility mean of 4.56 (S.D. = 0.53, highest). Using technology tools to facilitate multilingual learning scored a suitability mean of 4.78 (S.D. = 0.44, highest) and a feasibility mean of 4.67 (S.D. = 0.44, highest). Organizing language exchange activities achieved a suitability mean of 4.89 (S.D. = 0.33, highest) and a feasibility mean of 4.56 (S.D. = 0.53, highest). Establishing language assessments and certifications had a

suitability mean of 4.78 (S.D. = 0.44, highest) and a feasibility mean of 4.67 (S.D. = 0.44, high). The overall mean scores for suitability and feasibility were 4.82 (S.D. = 0.34, highest) and 4.67 (S.D. = 0.45, highest), respectively. It means guidelines for promoting cross-cultural leadership is suitability and feasibility.

Table 4.14 Mean and standard deviation of the suitability and feasibility of guidelines in international collaboration

(N = 9)

Guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
International Collaboration						
1 Establish international partnerships	4.78	0.44	highest	5.00	0.00	highest
2 Carry out teacher-student exchange programs	4.67	0.50	highest	4.89	0.33	highest
3 Set up an international management organization	4.56	0.53	highest	4.44	0.53	highest
4 International exchange of academic research	5.00	0.00	highest	4.78	0.44	highest
5 Build an international alumni network	4.56	0.53	highest	4.78	0.44	highest
6 Develop international curricula and programs	4.67	0.50	highest	4.56	0.53	highest
Total	4.71	0.40	highest	4.78	0.35	highest

According to Table 4.14, it was found that the suitability and feasibility of guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone in terms of international collaboration were at the highest level, with values between 4.00 and 5.00. This indicates that the guidelines for developing the internationalization of university management are both suitable and feasible. Specifically, establishing international partnerships had a suitability mean of 4.78 (S.D. = 0.44, highest) and the highest feasibility mean of 5.00 (S.D. = 0.00, highest). Carrying out teacher-student exchange programs had a suitability mean of 4.67 (S.D. = 0.50, highest) and a feasibility mean of 4.89 (S.D. = 0.33, highest). Setting up an international management organization scored a suitability mean of 4.56 (S.D. = 0.53, highest) and a feasibility mean of 4.44 (S.D. = 0.53, highest). International exchange of academic research achieved the highest scores with a suitability mean of 5.00 (S.D. = 0.00, highest) and a feasibility mean of 4.78 (S.D. = 0.44, highest). Building an international alumni network had a suitability mean of 4.56 (S.D. = 0.53, highest) and a feasibility mean of 4.78 (S.D. = 0.44, highest). Developing international curricula and programs had a suitability mean of 4.67 (S.D. = 0.50, highest) and a feasibility mean of 4.56 (S.D. = 0.53, highest). The overall mean scores for suitability and feasibility were 4.71 (S.D. = 0.40, highest) and 4.78 (S.D. = 0.35, highest), respectively. It means guidelines for promoting cross-cultural leadership is suitability and feasibility.

Table 4.15 Mean and standard deviation of the suitability and feasibility of guidelines in management mechanism

(N = 9)

Guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
	Management Mechanism					
1 Formulate and implement an internationalization policy	4.89	0.33	highest	4.89	0.33	highest
2 Establish the internationalization of management processes	4.78	0.44	highest	4.89	0.33	highest
3 International evaluation and feedback mechanism	4.89	0.33	highest	5.00	0.00	highest
4 Establish a cross-departmental coordination mechanism	5.00	0.00	highest	4.89	0.33	highest
5 Establish an international information platform	4.67	0.50	highest	4.56	0.53	highest
6 Establish a risk management and control mechanism	4.67	0.50	highest	4.89	0.33	highest
Total	4.85	0.37	highest	4.93	0.22	highest

According to Table 4.15, it was found that the suitability and feasibility of guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone in terms of management mechanism were at the highest level, with values between 4.00 and 5.00. This indicates that the guidelines for developing the internationalization of university management are both suitable and feasible. Specifically, formulating and implementing an internationalization policy had the highest suitability mean of 4.89 (S.D. = 0.33, highest) and the highest feasibility mean of 4.89 (S.D. = 0.33, highest). Establishing the internationalization of management processes had a suitability mean of 4.78 (S.D. = 0.44, highest) and a feasibility mean of

4.89 (S.D. = 0.33, highest). The international evaluation and feedback mechanism scored a suitability mean of 4.89 (S.D. = 0.33, highest) and the highest feasibility mean of 5.00 (S.D. = 0.00, highest). Establishing a cross-departmental coordination mechanism achieved the highest scores with a suitability mean of 5.00 (S.D. = 0.00, highest) and a feasibility mean of 4.89 (S.D. = 0.33, highest). Establishing an international information platform had a suitability mean of 4.67 (S.D. = 0.50, highest) and a feasibility mean of 4.56 (S.D. = 0.53, highest). Establishing a risk management and control mechanism had a suitability mean of 4.67 (S.D. = 0.50, highest) and a feasibility mean of 4.89 (S.D. = 0.33, highest). The overall mean scores for suitability and feasibility were 4.85 (S.D. = 0.37, highest) and 4.93 (S.D. = 0.22, highest), respectively. It means guidelines for promoting cross-cultural leadership is suitability and feasibility.

Chapter 5

Conclusion Discussion and Recommendations

The purpose of this study is to provide guidance for improving the internationalization of university management in Beibu Gulf Economic Zone. The purpose of this study is: 1) to investigate the current situation of university internationalization management in Beibu Gulf Economic Zone; 2) to formulate guidelines for improving the internationalization management of universities in the Beibu Gulf Economic Zone; 3) to evaluate the suitability and feasibility of these guidelines. There are 5 influencing factors in this study: 1) cross-cultural awareness, 2) cross-cultural leadership, 3) multilingual competence, 4) international communication and cooperation, and 5) management mechanism. The sample group of this study consists of 374 managers and teachers involved in international exchange activities. The interviewees are 9 middle managers of undergraduate colleges and universities in cities of Beibu Gulf Economic Zone. The experts who assessed the suitability and feasibility of the guidelines were nine experts from undergraduate universities in the Beibu Gulf Economic Zone. The research instruments employed are literature analysis, questionnaire surveys, and structured interviews. The statistical measures used to analyze the data included percentages, means, and standard deviations. The conclusions, discussions, and recommendations of this study are as follows:

Conclusion

This study served as guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone. The researcher summarized the conclusions in three parts, with details as follows:

Part 1: The current situation of the internationalization of university management in the Beibu Gulf Economic Zone.

Part 2: Guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone.

Part 3: The suitability and feasibility of guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone.

Part 1: The current situation of the internationalization of university management in the Beibu Gulf Economic Zone

The current situation of internationalization in university management within the Beibu Gulf Economic Zone is at a high level in two dimensions: international collaboration and multilingual capabilities. The other three dimensions, including cross-cultural awareness, cross-cultural leadership, and management mechanisms are at a moderate level. Considering the results of this study, the order from the highest to the lowest level is as follows: international exchange and cooperation rank the highest, followed by multilingual capabilities, with cross-cultural awareness, management mechanisms, and cross-cultural leadership being the lowest.

Cross-cultural awareness was at medium level. In the investigation of cross-cultural awareness in university management within the Beibu Gulf Economic Zone, both strengths and weaknesses are evident. On the positive side, administrators demonstrate a high level of cultural sensitivity and respect, particularly towards students and colleagues from diverse cultural backgrounds, with a score of 4.53. Additionally, universities effectively incorporate cultural diversity education into their courses and activities ($\bar{X} = 4.47$) and regularly organize cultural exchange events ($\bar{X} = 4.46$), fostering interaction and understanding across different cultures. These initiatives lay a strong foundation for enhancing cross-cultural awareness. Administrators performed at a moderate level in promoting cross-cultural sensitivity through various channels ($\bar{X} = 3.15$), providing individualized guidance to help international students and staff adjust to their new environment ($\bar{X} = 3.35$), ensuring that cultural exchange activities met the acculturation needs of international students and staff ($\bar{X} = 3.33$), and implementing anti-bias and anti-discrimination training ($\bar{X} = 2.62$), indicating that there is still room for improvement in creating a more inclusive campus environment. At the same time, there are notable weaknesses that require attention. The provision of systematic cross-cultural training programs ($\bar{X} = 1.90$), scores relatively low, indicating a significant gap in the training offered to international students and staff. Furthermore, mental health support services, crucial

for assisting international students and staff during cultural adaptation, received the lowest score ($\bar{X} = 1.48$), highlighting an urgent need for improvement in this area. Anti-bias and anti-discrimination training ($\bar{X} = 2.62$) also scored moderately, suggesting that more efforts are needed to create a truly inclusive campus environment.

Overall, while the universities perform well in cultural sensitivity and education, the shortcomings in cross-cultural training and support services must be addressed to fully enhance cross-cultural awareness.

Cross-cultural leadership was at medium level. Cross-cultural leadership is at a moderate level ($\bar{X} = 3.17$). The survey data of this study show that the current status of cross-cultural leadership in universities in the Beibu Gulf Economic Zone presents three levels: high, medium and low. On the positive side, managers performed well in implementing cross-cultural leadership measures and made positive contributions to the improvement of international management ($\bar{X} = 4.37$), scoring the highest. In addition, managers provide training and resources in cross-cultural team building ($\bar{X} = 4.28$) and perform well in effectively communicating and implementing international strategic plans within the school ($\bar{X} = 4.25$). Using flexible methods such as mediation and negotiation to deal with cross-cultural conflicts ($\bar{X} = 4.19$) is also an advantage, indicating that managers have a strong ability to manage and resolve conflicts in a culturally sensitive manner, demonstrating the ability of universities to effectively manage cultural differences. The leadership team at the moderate level includes members with international backgrounds and cross-cultural experience ($\bar{X} = 3.38$), and they have high cross-cultural communication skills ($\bar{X} = 3.36$). However, although cross-cultural conflict management strategies exist, they can still benefit from further development and improvement ($\bar{X} = 3.69$). These scores suggest that while there is a foundation for cross-cultural leadership, more can be done to improve the diversity and communication skills of leadership teams. Low-scoring areas highlight significant deficiencies in cross-cultural leadership. Strategic assessment and adaptation processes are lacking, with low scores for regularly evaluating and adjusting internationalization strategies ($\bar{X} = 2.21$) and maintaining a clear internationalization strategic plan ($\bar{X} = 2.40$). In addition, cross-cultural communication training ($\bar{X} = 2.42$) and regular cross-cultural conflict management

training are also significantly deficient, with the lowest scores ($\bar{X}=1.48$). These gaps suggest that while initial steps in cross-cultural leadership have been implemented effectively, more consistent training, better strategic assessments, and broader development efforts are urgently needed to ensure the long-term sustainability and success of cross-cultural leadership. The current state of cross-cultural leadership in universities in the region shows strengths in some areas (e.g., conflict management and strategy implementation), but also significant gaps, particularly in strategic planning, training, and communication. Addressing these low-scoring areas is critical to improving the overall effectiveness of cross-cultural leadership and supporting the internationalization goals of these institutions.

Multilingual proficiency was at high level. Multilingual proficiency is the highest-scoring topic in this study, indicating that the level of multilingual proficiency in institutions is generally high. Administrators in most universities have performed well in providing a wealth of language learning resources, such as books, online courses, and language laboratories, with a score of 4.48. In addition, the use of modern information technology, such as language learning software and online platforms, has significantly improved the convenience and effectiveness of language learning ($\bar{X}=4.32$). Universities also effectively use multimedia teaching tools to support interactive teaching in a multilingual environment ($\bar{X}=4.42$) and organize multilingual cultural exchange activities to promote interaction and integration between students from different language backgrounds ($\bar{X}=3.79$). Organizing language partner programs to promote mutual language learning between local and international students further demonstrates their commitment to improving multilingual proficiency ($\bar{X}=3.59$). At a medium level, universities have established language learning centers or support departments to provide personalized language learning support to students and faculty ($\bar{X}=3.39$). They also offer a range of multilingual courses, including national and international common languages, as well as non-common languages such as Thai, Vietnamese, and Malay ($\bar{X}=3.44$). However, efforts to foster a multilingual campus environment by installing multilingual signs and providing multilingual services were weak ($= 3.24$), suggesting that while the infrastructure exists, it may not be fully utilized or promoted. However, there are

some notable weaknesses that require attention. The language proficiency training provided to teachers scored relatively low ($\bar{X} = 2.39$), suggesting that more needs to be done to equip teachers with the skills needed to teach effectively in a multilingual environment. In addition, the formulation and implementation of policies to support multilingual education (including necessary funding and resources) scored the lowest ($\bar{X} = 2.36$), highlighting a serious gap in the strategic support and resource allocation required to sustain and strengthen multilingual education initiatives. It can be seen that while universities in the Beibu Gulf Economic Region have performed well in providing language learning resources and using technology for multilingual education, shortcomings in teacher training and policy formulation must be addressed to fully tap the multilingual capacity potential of these institutions to ensure the comprehensive development of multilingual education.

International collaboration was at high level. The overall status of international cooperation is good, with an average score of 3.81 for each initiative. Universities in the region perform well in hosting international academic conferences, conducting joint research projects, and supporting staff participation in international exchange programs. However, there are some obvious weaknesses that require attention. The three lowest-scoring areas include implementing extensive international student exchange programs ($\bar{X} = 3.23$), which shows that while some efforts are being made, there is still much room for growth in providing students with more opportunities for international experience. In addition, clear strategies and measures for managing and maintaining international partnerships scored slightly higher, but still reflect the need for stronger and more adaptable strategies to ensure the sustainability and effectiveness of these partnerships ($\bar{X} = 3.68$). The most concerned is the establishment of branch campuses or cooperative education programs abroad, which has the lowest score of 2.47. This shows that universities in the region are working hard to expand their educational influence through overseas campuses or cooperative programs, which is a key area that can greatly enhance their global influence and reputation. Addressing these low-scoring areas is essential to enhancing the overall impact and success of the region's international cooperation efforts.

Management mechanism was at medium level. The evaluation results of the management mechanism of universities in the Beibu Gulf Economic Zone were mixed, with an overall average score of 3.23 points, which is at a medium level. At the senior level, managers are good at establishing a dedicated international management agency to coordinate and promote international affairs, with the highest score of 4.52. This is closely followed by effective coordination and cooperation between these management agencies and various departments, which ensures the smooth progress of international activities ($\bar{X}=4.31$). In addition, a sound international project management system is established to ensure the effective implementation and supervision of international projects, with a score of 4.12. At the medium level, managers have formulated clear internationalization policies covering areas such as international admissions, faculty recruitment, and cross-cultural training, with a score of 3.21. The transparency of the policy-making process (including soliciting opinions from faculty, staff and students) is also at a medium level, with a score of 3.05. In addition, although there is an international project management system, including responsibility allocation and risk control measures, it only scored 2.89, which leaves room for improvement. Resources and support for international projects, including the provision of funds and personnel, are also medium, with a score of 2.52. The overall effectiveness of existing international management institutions in promoting international development was recognized, but it was still at a medium level, with a score of 3.27. There were obvious shortcomings in the construction of international performance evaluation mechanisms, with the lowest score of 2.19. This shows that international work lacks clear evaluation standards and indicators to ensure objective and fair evaluation. Similarly, the degree of using these evaluation results to improve international policies and management measures is also low, with a score of 2.22, indicating that evaluation feedback has not been effectively used to promote further improvements in the internationalization process.

The overall average score for the internationalization of university management in the Beibu Gulf Economic Zone is 3.40, which is at a medium level. While international collaboration and multilingual proficiency are relatively strong, there are clear areas for improvement in cross-cultural awareness, management

mechanisms, and especially cross-cultural leadership. Addressing these gaps through targeted strategies, training programs, and policy enhancements will be essential for advancing the internationalization agenda and ensuring that universities in this region can compete on a global scale.

Part 2: Guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone

The guidelines for the development of internationalization in university management within the Beibu Gulf Economic Zone encompass five areas, including a total of 27 measures. These consist of 5 measures to support the enhancement of cross-cultural awareness, 5 measures to support the improvement of cross-cultural leadership, 5 measures to support the advancement of multilingual capabilities, 7 measures to support the expansion of international exchange and cooperation, and 6 measures to support the upgrading of management mechanisms.

Cross-cultural awareness consisted of 5 measures: 1) Conducting cross-cultural sensitivity training; 2) Establishing a platform for cross-cultural communication; 3) Providing cross-cultural adaptability services; 4) Developing policies to support cultural diversity; 5) Building a diverse campus culture.

Cross-cultural leadership consisted of 5 measures: 1) Promoting cross-cultural leadership; 2) Building a cross-cultural leadership team; 3) Building a network of cross-cultural leadership; 4) Broadening the international perspective of leadership; 5) Improving cross-cultural communication skills.

Multilingual proficiency consisted of 5 measures: 1) Supporting Multilingual learning; 2) Promoting multilingual curricula; 3) Using technology tools to facilitate multilingual learning; 4) Organizing language exchange activities; 5) Establish language assessments and certifications.

International collaboration consisted of 6 measures: 1) Establishing international partnerships; 2) Carrying out teacher-student exchange programs; 3) Setting up an international management organization; 4) International exchange of academic research; 5) Building an international alumni network; 6) Developing international curricula and programs .

Management mechanism consisted of 6 measures: 1) Formulating and implement an internationalization policy; 2) Establishing the internationalization of management processes; 3) International evaluation and feedback mechanism; 4) Establishing a cross-departmental coordination mechanism; 5) Establishing an international information platform; 6) Establishing a risk management and control mechanism.

Part 3: The suitability and feasibility of guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone

According to the third research objective, researchers invited experts to evaluate the applicability and feasibility of the guide for internationalization of university management in the Beibu Gulf Economic Zone.

The suitability of the guidelines for the internationalization of university management in the Beibu Gulf Economic Zone is in high level. Considering the results of this study, the averages from highest to lowest are as follows: the highest mean is management mechanism, followed by cross-culture leadership and multilingual proficiency, the next is international collaboration, the lowest mean is International collaboration.

1. The suitability of the guidelines for cross-culture awareness is in highest level. Considering the results of this study, the averages from highest to lowest are as follows: the highest mean is building a diverse campus culture, followed by developing policies to support cultural diversity, the next are conducting cross-cultural sensitivity training and establishing a platform for cross-cultural communication, and the lowest mean is providing cross-cultural adaptability services.

2. The suitability of the guidelines for cross-culture leadership is in highest level. Considering the results of this study, the averages from highest to lowest are as follows: the highest mean is broadening the international perspective of leadership, followed by building a network of cross-cultural leadership and improving cross-cultural communication skills, the next is promote cross-cultural leadership, and the lowest mean is building a cross-cultural leadership team.

3. The suitability of the guidelines for multilingual proficiency is in highest level. Considering the results of this study, the averages from highest to lowest are as follows: the highest mean is supporting multilingual learning, followed by organizing language exchange activities, the next are using technology tools to facilitate multilingual learning and establishing language assessments and certifications, and the lowest mean is promoting multilingual curricula.

4. The suitability of the guidelines for international collaboration is in highest level. Considering the results of this study, the averages from highest to lowest are as follows: the highest mean is International exchange of academic research, followed by establish international partnerships, the next is carrying out teacher-student exchange programs, and the lowest mean are setting up an international management organization and building an international alumni network.

5. The suitability of the guidelines for management mechanism is in highest level. Considering the results of this study, the averages from highest to lowest are as follows: the highest mean is establishing a cross-departmental coordination mechanism, followed by international evaluation and feedback mechanism, formulating and implementing an internationalization policy, the next is establishing the internationalization of management processes, and establishing a risk management and control mechanism.

The feasibility of the guidelines for the internationalization of university management in the Beibu Gulf Economic Zone is in highest level. Considering the results of this study, the averages from highest to lowest are as follows: the highest mean is multilingual proficiency, followed by management mechanism, and multilingual proficiency, the next are cross-culture leadership and International collaboration , the lowest mean is cross-culture awareness .

1. The feasibility of the guidelines for cross-culture awareness is in highest level. Considering the results of this study, the averages from highest to lowest are as follows: the highest mean is developing policies to support cultural diversity, , followed by conducting cross-cultural sensitivity training and establishing a platform for cross-cultural communication, the next is providing cross-cultural adaptability services , and the lowest mean is building a diverse campus culture.

2. The feasibility of the guidelines for cross-culture leadership is in highest level. Considering the results of this study, the averages from highest to lowest are as follows: the highest mean is building a network of cross-cultural leadership and broadening the international perspective of leadership, followed by building a cross-cultural leadership team, and the lowest mean is promoting cross-cultural leadership.

3. The feasibility of the guidelines for multilingual proficiency is in highest level. Considering the results of this study, the averages from highest to lowest are as follows: the highest mean is supporting multilingual learning, followed by using technology tools to facilitate multilingual learning and establishing language assessments and certifications, the lowest mean are promoting multilingual curricula and organizing language exchange activities.

4. The feasibility of the guidelines for international collaboration is in highest level. Considering the results of this study, the averages from highest to lowest are as follows: the highest mean is establishing international partnerships, followed by carrying out teacher-student exchange programs, the next is international exchange of academic research, and building an international alumni network, the lowest mean is setting up an international management organization.

5. The feasibility of the guidelines for management mechanism is in highest level. Considering the results of this study, the averages from highest to lowest are as follows: the highest mean is international evaluation and feedback mechanism, establishing a cross-departmental coordination mechanism, followed by formulating and implementing an internationalization policy, establishing the internationalization of management processes and establishing a risk management and control mechanism, the lowest mean is establishing an international information platform.

The data analysis results show that the overall evaluation level of the experts on the suitability and feasibility of the guide is the highest, which means that the guide for internationalization of university management in the Beibu Gulf Economic Zone is suitable and feasible. Support for cross-cultural awareness, cross-cultural leadership, multilingual proficiency, international collaboration and indicates that the guidelines for enhancing the internationalization of university management are both appropriate and feasible.

Discussion

The research focus on guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone. The researcher summarizes the discussion into three parts, details as follows:

Part 1: The current situation of the internationalization of university management in the Beibu Gulf Economic Zone

Part 2: Guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone

Part 3: The suitability and feasibility of guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone

Part 1: The current situation of the internationalization of university management in the Beibu Gulf Economic Zone.

In recent years, there have been numerous studies on the internationalization of universities, mostly focusing on students and faculty. These studies examine aspects such as cross-cultural training, global competency, creating diverse campus cultures, and establishing and maintaining international partnerships to promote the internationalization of universities. However, studies focusing primarily on administrators from the perspective of cross-cultural management are relatively few. The survey data from this study shows that most of the observations align with the findings of previous research. However, the survey also revealed some issues unique to universities in the Beibu Gulf Economic Zone in the dimensions of cross-cultural awareness, cross-cultural leadership, multilingual proficiency, international collaboration and management mechanisms.

Cross-cultural awareness

The survey on the internationalization of university management in the Beibu Gulf Economic Zone reveals several areas where cross-cultural management is at a medium level. These include promoting cross-cultural sensitivity through various channels, providing personalized guidance to help international students and staff adapt to new environments, ensuring that cultural exchange activities meet the cultural adaptation needs of international students and staff, and implementing anti-bias and anti-discrimination training. However, systematic cross-cultural training

programs and mental health support services received lower scores, indicating significant gaps in providing necessary support for international students and staff. These deficiencies highlight the need for further improvement in creating a more inclusive campus environment. The survey also found that many universities' cross-cultural training programs seldom include non-verbal communication skills and empathy training. Although various cultural activities are conducted, they are not reinforced through policies, leading to a lack of systematic and consistent diversity policies. Additionally, many schools do not prioritize multicultural development in their strategic planning, nor do they provide personalized psychological counseling services for cross-cultural adaptation. These findings suggest a lack of sufficient cross-cultural awareness in university management, which impacts cross-cultural sensitivity, inclusiveness, and the cross-cultural communication abilities of administrators, ultimately hindering the internationalization of universities.

The researcher believes that the main reasons for these issues include a lack of awareness and prioritization, absence of relevant policies, insufficient regular and effective communication platforms, and inadequate multicultural campus environments. Knight (2013, p.86) pointed out that a key reason for the lack of cross-cultural awareness in university management is that leadership does not sufficiently recognize the importance of internationalization, resulting in lower prioritization of cross-cultural education in policy-making and resource allocation. This has led to insufficient emphasis in strategic planning (Johnson, 2013, p.45). Altbach and de Wit (2015, p.6) emphasized that the lack of systematic policy support is one of the main obstacles to the development of cross-cultural awareness in universities, particularly in the formulation of policies for multicultural education and support services. Brown (2015, p.67) also argued that the absence of comprehensive policies to promote cross-cultural understanding leads to deficiencies in effectively managing diversity and supporting international students and staff. Furthermore, García, Skutnabb-Kangas, and Torres-Guzmán (2006, p.42) highlighted that a major issue in cross-cultural management in universities is the lack of regular and effective communication platforms and the development of a multicultural environment, which limits cultural exchange between students and staff. Smith (2016, p.89) noted that the absence of

such platforms challenges universities in fostering mutual understanding and cooperation among diverse cultural groups. Lee (2018, p.102) further demonstrated that the lack of a multicultural campus environment hinders the integration of international students and the broader recognition of cultural diversity within the university community. By enhancing cross-cultural awareness, developing relevant policies, establishing effective communication platforms, and building multicultural campus environments, universities can better address these challenges and advance their internationalization efforts.

Cross-cultural leadership

The survey revealed that leadership practices in several key areas were at a moderate level. These included incorporating members with international backgrounds into the leadership team, improving high-level cross-cultural communication skills among managers, and effectively managing cross-cultural conflicts. However, the evaluation and adjustment of internationalization strategies, regular provision of cross-cultural communication training, and organizing cross-cultural conflict management training were low scores, indicating significant gaps in strategic flexibility, training focus, and leadership diversity. These deficiencies highlight the need for more comprehensive and sustainable cross-cultural leadership practices. The survey also found that while leadership teams may include members with international experience, there is often a lack of ongoing development and training to enhance their cross-cultural competence. In addition, despite the existence of internationalization strategies, they are not regularly evaluated or adjusted to adapt to the changing global education environment, resulting in rigid and ineffective leadership approaches. In addition, many universities do not prioritize the development of cross-cultural communication and conflict management skills, nor do they provide regular, systematic training for these key areas. These findings indicate a lack of sufficient cross-cultural leadership awareness and strategic flexibility, which affects the effectiveness and sustainability of leadership to support university internationalization.

This study argues that the main reasons for these problems include lack of regular evaluation, insufficient strategic flexibility and sustainability, insufficient attention to training and skills development, and lack of diversity and communication

within the leadership team. Regular evaluation is essential for cross-cultural leadership because it ensures that the strategy remains relevant and effective in a rapidly changing global environment. Without regular evaluation, leadership initiatives may become outdated and ineffective (Jackson, 2014, p.57). Strategic flexibility and sustainability are essential for successful cross-cultural leadership, enabling organizations to adapt to new challenges and maintain long-term success. Rigid strategies hinder progress and reduce the effectiveness of leadership (Johnson, 2015, p.89). Thompson (2016, p.112) believes that insufficient attention to cross-cultural leadership training and skills development can lead to leadership gaps, especially in managing cultural differences and communication. Lee (2017, p.134) emphasizes that lack of diversity and communication within the leadership team may lead to narrow perspectives and ineffective decision-making in cross-cultural contexts. By addressing these issues through regular assessments, flexible strategic planning, enhanced training programs, and more diverse leadership teams, universities can significantly improve their cross-cultural leadership and better support their internationalization efforts.

Multilingual proficiency

Multilingual skills need to be improved. The survey found significant gaps in the provision of language upgrading training for teachers. This suggests that staff may not be getting enough training to effectively teach and teach in multilingual environments. Improving this area is crucial because staff, especially teachers, play a key role in promoting multilingual education, and their language competence directly affects the quality of language instruction; For administrators, it also affects the quality of the school's teaching and education services. The low score in developing and implementing support for multilingual education indicates insufficient policy support and funding, which are critical to sustaining and expanding multilingual programs. Without strong policies and adequate financial resources, other efforts to promote multilingualism may not be as effective or sustainable. The survey data show that there is still room for improvement in providing personalized support for students and staff, and there is also a need to improve the multilingual campus environment and offer more multilingual courses, which can expand the scope of multilingual courses,

contribute to the language acquisition of teachers and staff and the comfort of international students, and enhance the internationalization of the university.

Gass, S. M., & Selinker, L. (2008) believed that Effective multilingual training for administrators is crucial for fostering an inclusive educational environment and enhancing communication with international stakeholders. Hornberger, N. H. (2003) highlighted that Robust policies and sufficient funding are essential to support multilingual education initiatives, ensuring sustainability and effectiveness in diverse educational settings. Cummins, J., & Davison, C. (2007) proposed that Personalized language learning support helps address individual learning needs, significantly enhancing language proficiency and learner satisfaction. García, O., Skutnabb-Kangas, T., & Torres-Guzmán, M. E. (2006) pointed that Creating a multilingual campus environment through multilingual signage and services promotes language immersion and cultural integration, benefiting all students. Cenoz, J., & Gorter, D. (2011) thought that Offering a variety of multilingual courses, including both common and less commonly taught languages, enriches the curriculum and prepares students for a globalized world.

Experts also mentioned that multilingual training for administrators, the need for policies and investment to support multilingual education, personalized language learning support, the creation of multilingual campus environments and the provision of multilingual courses can help improve the multilingual competence of university administrators, thus promoting the internationalization of universities.

International collaboration

International exchanges and cooperation need to be further enhanced. The survey results show that the internationalization of university management in the Beibu Gulf Economic Zone is generally at a high level in terms of international cooperation. However, some significant problems need to be solved to further improve this dimension. The lowest average for establishing overseas branch campuses or cooperative education programs suggests that universities may not be doing enough to extend their educational reach internationally. Establishing branch campuses or collaborative programs is critical to increasing a university's global presence and influence. The mean for implementing extensive international student exchange

programs was moderate, suggesting that while some exchange programs exist, they may not be sufficient to provide students with significant international experience. Enhancing these programs can greatly benefit students in broadening their global perspective and cultural understanding. The average of clear strategies and measures for managing and maintaining international partnerships, while high, indicates that there is room for improvement. Effective management and maintenance of international partnerships is essential to sustaining and maximizing the benefits of these collaborations. The average level of adequate resources and support in the international education process, while also high, indicates that resources allocated to international education programs may still be inadequate. Adequate resource allocation is necessary to support various international projects and ensure their success.

Altbach, P. G., & Knight, J. (2007, p.290-305) proposed that Establishing overseas branch campuses and cooperative education programs is crucial for extending the global reach and influence of universities, providing students with international exposure and enhancing institutional prestige. Wilkins, S., & Huisman, J. (2012, p.627-645) believed that Branch campuses and international partnerships enable institutions to tap into new markets, diversify their student body, and foster cross-cultural competencies among students and faculty. Hadis, B. F. (2005, p.57-70) pointed that International student exchange programs play a vital role in enhancing students' global awareness, intercultural skills, and academic perspectives. Knight, J. (2013, p.84-90) believed that Clear strategies and effective measures for managing international partnerships are essential to sustain long-term collaboration and achieve mutual benefits. Altbach, P. G., & De Wit, H. (2015, p.4-10) highlighted that Investing in international education infrastructure, such as funding, staffing, and support services, ensures the sustainability and impact of international programs. Healey, N. M. (2015, p.386-409) thought that Overseas campuses and joint programs facilitate the internationalization of curricula, research collaboration, and the sharing of best practices in higher education. Hudzik, J. K. (2011) pointed that Adequate resource allocation for international education initiatives is necessary to support program development, faculty involvement, and student participation.

The results of the survey are consistent with the relevant views of scholars from various countries. All universities have some foundation in international exchange and cooperation, but they still need to be further improved in the establishment of overseas branch schools or cooperative education programs, international student exchange programs, strategies and measures for managing international partnership and resource allocation in international education.

Management mechanisms

Cross-cultural management mechanisms should be promoted. The survey found that almost all the surveyed universities have established functional departments such as international exchange offices dedicated to handling international cultural exchange and cooperation affairs. However, most schools have not systematically and specifically formulated and implemented policies supporting internationalization or improved management systems aligned with international standards, such as management of foreign teachers, international cooperation project management, and internationalization evaluation and feedback mechanisms. There is a need to improve the institutional support for internationalization to ensure that internationalization efforts are effectively regulated, operational, and continuously improved.

Deardorff, D. K. (2006, p.243) proposed that systematically formulating and implementing policies that support internationalization is essential for creating a sustainable framework for global engagement in higher education. Knight, J. (2004, p. 17) noted that improving management systems to align with international standards is crucial for ensuring the quality and credibility of international programs and partnerships. Altbach, P. G., & Knight, J. (2007, p.291) highlighted the importance of specific policy frameworks in promoting and supporting the internationalization process in higher education institutions. Childress, L. K. (2009, p.292) emphasized that a systematic approach to policy formulation and implementation can significantly enhance the effectiveness of internationalization efforts and align them with global best practices. Qiang, Z. (2003, p.257) suggested that aligning management systems with international standards is vital for integrating global perspectives into institutional policies and practices, thereby improving the overall quality of higher education.

Since 2000, scholars have emphasized the importance of systematically and concretely developing and implementing policies that support internationalization and improve management systems to align with international standards. This is basically consistent with the results of this study. Therefore, these actions are critical to creating sustainable frameworks for global engagement, ensuring the quality and credibility of international projects, and integrating a global perspective into institutional policies and practices.

Part 2: Guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone.

The researcher put forward the guidelines for the internationalization of university management in Beibu Gulf Economic Zone from five aspects, including 27 measures. Five measures were taken to improve cross-culture awareness, five measures to enhance cross-culture leadership, five measures to strengthen multilingual proficiency, six measures to expand international collaboration, and six measures to improve management mechanisms. First, it shows that today, economic globalization has promoted the internationalization of university management. It is an inevitable requirement for university administrators to improve cross-cultural awareness and strengthen the internationalization of university management and construction, and university administrators attach great importance to them. Second, improving cross-cultural awareness and strengthening internationalization management and construction of colleges and universities can promote more development of colleges and universities, which has a high degree of operability and great development potential. Therefore, it is necessary to improve the cross-cultural consciousness and strengthen the internationalization management and construction of universities to adapt to the development of The Times and promote the modernization of education.

Cross-culture Awareness

1. Conducting cross-cultural sensitivity training. Conduct Cross-Cultural Sensitivity Training means to improve employees' and students' understanding and respect of different cultures, reduce cultural conflicts, and promote cross-cultural cooperation through cross-cultural sensitivity training. How to operate: The school

designs and implements training courses for different cultural backgrounds, covering cultural differences, communication skills and conflict resolution; Inviting cross-cultural experts and lecturers to give lectures and workshops, providing professional guidance and case studies; Evaluate the training effect regularly, and understand the participants' feelings and suggestions through questionnaires and feedback. For example, the university organizes cross-cultural sensitivity training for new teachers and freshmen every semester, including teaching methods, student management and communication skills under different cultural backgrounds, which improves the cross-cultural understanding and adaptability of teachers and students. Earley and Peterson (2004) emphasized the importance of cross-cultural sensitivity training in improving employees' understanding and respect for different cultures, reducing cultural conflicts, and promoting cross-cultural cooperation. Their research outlines how organizations can design and implement training programs to address cultural differences, communication skills, and conflict resolution. Bhawuk and Brislin (2000) discussed the effectiveness of cross-cultural sensitivity training in enhancing participants' cultural awareness and communication skills. They provided practical examples of training methods, including workshops and lectures by cross-cultural experts. Caligiuri and Tarique (2012) highlighted the need for regular evaluation of cross-cultural sensitivity training programs to ensure their effectiveness. Ng, Van Dyne, and Ang (2009) proposed that inviting cross-cultural experts and lecturers to give lectures and workshops is a critical component of successful cross-cultural sensitivity training. Their research suggests that professional guidance and case studies are essential for effective training. Mendenhall et al. (2008) emphasized the importance of designing and implementing training courses tailored to different cultural backgrounds. They discussed various aspects of cross-cultural training, including cultural differences, communication skills, and conflict resolution. Research on intercultural sensitivity training plays a key role in promoting cultural understanding and respect, reducing conflict and promoting cooperation.

2. Establishing a Platform for Cross-Cultural Communication. Establish a platform for cross-cultural communication refers to the establishment of a cross-cultural communication platform, which provides opportunities for communication

and interaction between members of different cultural backgrounds, and promotes understanding and cooperation. How to operate: The school creates online communication platforms, such as forums, social media groups, etc., to facilitate members to share experiences and views; Organize cross-cultural exchange activities such as cultural festivals, thematic discussions and workshops to provide face-to-face communication opportunities; Establish a cultural exchange partnership program to help members of different cultural backgrounds to establish one-to-one communication relationships. For example, the university has created a cross-cultural exchange platform where employees can share their cultural customs and festival celebrations, and enhance mutual understanding and trust through online and offline activities. Knight, J. (2004) proposed the importance of online communication platforms to facilitate cross-cultural interactions and enhance internationalization efforts in higher education. Brewer, E., & Cunningham, K. (2010) emphasized the role of online forums and social media in promoting cross-cultural communication among students and faculty. Paige, R. M., & Goode, M. L. (2009) highlighted the significance of cultural festivals, thematic discussions, and workshops in fostering cross-cultural understanding and cooperation. Dervin, F., & Liddicoat, A. J. (2013) discussed the impact of face-to-face cross-cultural exchange activities on building intercultural competence and mutual respect. Deardorff, D. K. (2006) emphasized the importance of one-to-one cultural exchange partnerships in promoting deeper cross-cultural understanding and long-term relationships. The establishment of a platform for cross-cultural communication is a crucial measure to enhance internationalization in educational institutions. By creating online communication platforms, organizing cross-cultural exchange activities, and establishing cultural exchange partnership programs, schools can provide opportunities for members of different cultural backgrounds to interact, share experiences, and develop mutual understanding and cooperation.

3. Providing Cross-Cultural Adaptability Services. Provide cross-cultural adaptability services. It refers to the provision of cross-cultural adaptation services to help new employees and freshmen better adapt to different cultural environments, reduce culture shock, and improve work and study satisfaction and efficiency.

Operation method: Set up cross-cultural adaptation service center to provide consultation, counseling and resource support; Conducting intercultural adaptation workshops to share skills and experiences in adapting to the new cultural environment; Language support and life coaching are provided to help new members deal with difficulties in daily life. For example, the school provides cross-cultural adaptation services for new international students, including language courses, cultural adaptation workshops and one-to-one life coaching to help them integrate into the new learning environment as soon as possible. 4) Anderson, L.E. (1994, p.293-382) proposed that providing cross-cultural adaptation services is essential for helping new employees and students better adapt to different cultural environments, reduce culture shock, and improve their overall satisfaction and efficiency. Berry, J.W. (2005,697-712) emphasized the importance of setting up cross-cultural adaptation service centers to provide consultation, counseling, and resource support to new members in an organization or educational institution. Kim, Y. Y. (2001) discussed the effectiveness of conducting intercultural adaptation workshops to share skills and experiences in adapting to new cultural environments, thereby facilitating smoother transitions. Zhou, Y., Jindal-Snape, D., Topping, K., & Todman, J. (2008) provided evidence on the positive impact of cross-cultural adaptation services, such as language courses, cultural adaptation workshops, and one-to-one life coaching, on the integration and success of new international students. Providing cross-cultural adaptability services is crucial for helping new employees and students adapt to different cultural environments, reduce culture shock, and improve their satisfaction and efficiency in work and study. These services facilitate smoother transitions and integration into new environments, as supported by various research findings.

4. Developing Policies to Support Cultural Diversity. It refers to the development and implementation of policies that support cultural diversity and ensure respect and inclusion of members from different cultural backgrounds at all levels of the organization. How to do it: Develop a clear cultural diversity policy that covers recruitment, training, promotion, etc., to ensure equity and inclusion; Establish a diversity council to monitor policy implementation and enforcement and provide guidance and recommendations; Policies are regularly reviewed and updated to

ensure they are responsive to organizational developments and changes. For example, the school develops a cultural diversity policy, which clearly stipulates that diversity is to be ensured in the recruitment and promotion process, and establishes a diversity committee responsible for monitoring and promoting the implementation of the policy to ensure the inclusion and diversity of the school culture. Deardorff, D. K. (2006, p.241-266) discusses the importance of policies that support cultural diversity and the assessment of intercultural competence. Roberson, Q. M. (2006, p.212-236) explores the meanings of diversity and inclusion and the necessity of policies to support these concepts in organizations. Cox, T. (2001) provides strategies for developing and implementing policies that support cultural diversity in organizations. Mor Barak, M. E. (2015,p.83-88)examines the concept of inclusion and the role of policies in managing diversity effectively.

5. Building a Diverse Campus Culture. It means to promote the all-round development of students by building a diverse campus culture and creating an inclusive and respectful multicultural environment. How to operate: Organize multicultural events such as international cultural festivals, art exhibitions and lectures to showcase and celebrate different cultures; Set up multicultural student organizations to support and encourage students to carry out cultural exchange activities spontaneously; Provide a variety of courses and resources to promote students' understanding and learning of different cultures. For example, a university holds an international cultural festival every year, inviting students from different countries and regions to show their cultural characteristics, including food, dance, music and traditional handicrafts, which promotes the exchange and integration of different cultures on campus. Kim, Y. Y. (2015) highlighted the importance of organizing multicultural events to promote cultural exchange and understanding on campus. Kim suggested that events like international cultural festivals and art exhibitions are effective in showcasing and celebrating different cultures. Smith, D. G. (2009) discussed the role of multicultural student organizations in supporting cultural exchange activities and fostering an inclusive campus environment. Smith emphasized that these organizations encourage students to engage in spontaneous cultural exchange. Banks, J. A. (2016) argued for the necessity of offering a variety of courses

and resources to promote students' understanding of different cultures. Banks suggested that educational programs should include diverse cultural perspectives to enhance students' learning experiences. Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002) explored how creating an inclusive and respectful multicultural environment contributes to the all-round development of students. They found that diverse campus cultures enhance students' educational experiences and foster a more inclusive community.

By implementing the above five measures, schools can effectively promote intercultural awareness, promote cultural diversity and inclusion, and foster a harmonious, innovative and sustainable environment.

Cross-cultural leadership

1. Promoting Cross-Cultural Leadership. It refers to the development and promotion of cross-cultural leadership to ensure that leaders are able to effectively manage and motivate teams in a multicultural environment. Operation methods: To carry out cross-cultural leadership training courses to improve the cultural sensitivity and management ability of leaders; Encourage leaders to attend international conferences and seminars to learn and share cross-cultural management experiences; Formulate a cross-cultural leadership development plan with clear development goals and steps; Example: The school regularly holds cross-cultural leadership training courses, inviting experts to teach management strategies and skills under different cultural backgrounds to improve leaders' management ability in the global market. Black, J. S., & Mendenhall, M. (1990, p.113-136) reviews the effectiveness of cross-cultural training programs and provides a theoretical framework for improving cultural sensitivity and management skills of leaders in multicultural environments. Caligiuri, P. (2006, p.219-228) emphasizes the importance of attending international conferences and seminars as a means for leaders to gain cross-cultural management experiences and share best practices. Jokinen, T. (2005, p.219-236) discusses the formulation of a structured leadership development plan with clear goals and steps to cultivate global leadership competencies. Ng, K. Y., Van Dyne, L., & Ang, S. (2009, p.511-526) discusses how cross-cultural leadership training can improve leaders' cultural intelligence and management ability, thereby enhancing their effectiveness

in the global market. Mendenhall, M. E., Osland, J. S., Bird, A., Oddou, G. R., & Maznevski, M. L. (2012,) highlights the practical example of educational institutions holding regular cross-cultural leadership training courses to enhance leaders' management capabilities in a global context.

2. Building a Network of Cross-Cultural Leadership. It refers to the establishment of cross-cultural leadership networks to promote communication and cooperation among leaders across national boundaries and to share best practices and successful experiences. Operation method: Establish a cross-cultural leadership network platform to provide a space for online communication and resource sharing; Regularly organize cross-cultural leadership forums and exchange activities, and invite leaders from all countries to participate; Promote continuous communication and collaboration among cross-cultural leaders through the web and social media. Example: The University has established a cross-cultural leadership network platform where members can share management experience, participate in online discussions and collaborative projects to improve cross-cultural leadership. Black, J. S., & Mendenhall, M. (1990, p.113-136) reviews the effectiveness of cross-cultural training programs and provides a theoretical framework for improving cultural sensitivity and management skills of leaders in multicultural environments. Caligiuri, P. (2006, p.219-228) emphasizes the importance of attending international conferences and seminars as a means for leaders to gain cross-cultural management experiences and share best practices. Mendenhall, M. E., Osland, J. S., Bird, A., Oddou, G. R., & Maznevski, M. L. (2012) highlight the practical example of educational institutions holding regular cross-cultural leadership training courses to enhance leaders' management capabilities in a global context. Ng, K. Y., Van Dyne, L., & Ang, S. (2009, p.511-526) discusses how cross-cultural leadership training can improve leaders' cultural intelligence and management ability, thereby enhancing their effectiveness in the global market. Jokinen, T. (2005, p.199-216). discusses the formulation of a structured leadership development plan with clear goals and steps to cultivate global leadership competencies.

3. Broadening the International Perspective of Leadership. It means to broaden the international perspective of leaders in a variety of ways so that they can better understand and deal with complex management challenges in the context of globalization. How to operate: Organize leaders to participate in international exchanges and visits to experience different cultural and business environments; Provide international learning opportunities such as overseas training and refresher courses; Encourage leaders to pay attention to and study international market dynamics and trends, and improve global thinking skills. Example: The university regularly organizes senior leaders to go overseas for investigation and study, exchanges and cooperation with local universities and enterprises, and seeks new opportunities in the global market to broaden leaders' international vision. Altbach, P. G., & Knight, J. (2007, p.290-305) discusses the motivations and strategies behind the internationalization of higher education, including the importance of leaders experiencing different cultural and business environments through international exchanges. Briscoe, D. R., Schuler, R. S., & Tarique, I. (2012) covers various practices for developing global leaders, including overseas training and international learning opportunities to enhance global thinking skills. Caligiuri, P. (2006. p.219-228) emphasizes the importance of international learning opportunities and overseas training in developing global leadership competencies. Oddou, G. R., & Mendenhall, M. E. (2018). Global leadership development discusses various methods for broadening leaders' international perspectives, including international exchanges and exposure to different business environments. Oddou, G. R., & Mendenhall, M. E. (2018) discusses various methods for broadening leaders' international perspectives, including international exchanges and exposure to different business environments. Taras, V., & Gonzalez-Perez, M. A. (2016) highlights the role of experiential learning, such as international visits and exchanges, in developing a global perspective among leaders.

4. Improving Cross-Cultural Communication Skills. It refers to improving the cross-cultural communication skills of leaders to ensure that they can effectively communicate and collaborate with employees and partners from different cultural backgrounds. Operation method: Conduct cross-cultural communication skills

training, covering language, non-verbal communication and cultural customs; Providing language learning support to help leaders master multiple languages and improve communication effectiveness; Through simulation and role play, the coping ability of leaders in actual cross-cultural communication situations is enhanced. For example: the University provides customized cross-cultural communication training for its global leadership team, including language classes, lectures on cultural practices, and real-world case studies to help leaders communicate and collaborate more effectively in cross-cultural environments. Johnson, J. P., Lenartowicz, T., & Apud, S. (2006) highlights the importance of cross-cultural communication training for leaders to effectively communicate and collaborate with employees and partners from different cultural backgrounds. Earley, P. C., & Ang, S. (2003) emphasizes the role of cultural intelligence in cross-cultural communication and provides insights into training methods that can improve leaders' communication skills in multicultural settings. Caligiuri, P., & Tarique, I. (2012, p.612-622) discuss the need for language learning support and customized cross-cultural communication training programs for global leaders to enhance their communication effectiveness.

By implementing the above five measures, the university can effectively promote cross-cultural leadership, ensure that leaders can effectively manage and motivate multicultural teams in the context of globalization, and achieve the university's internationalization goals and sustainable development.

Multilingual proficiency

1. Supporting Multilingual Learning. It refers to improving intercultural communication skills by providing resources and opportunities to help students and staff become multilingual. How to operate: Provide multilingual learning courses and materials covering a wide range of language options; Setting up a language learning center to provide an environment and facilities for language learning; Provide scholarships and other grants for multilingual learners to reduce the cost of learning. Example: The university has set up a language learning center that offers courses in several languages, including English, French, German, and Spanish, and offers scholarships to students with excellent academic performance to encourage them to actively participate in multilingual learning. Deardorff, D. K. (2006, p.241-266)

discusses Identification and assessment of intercultural competence as a student outcome of internationalization. Gao, Y. (2010, p. 105-118) proposed that multilingual education significantly enhances intercultural communication skills by exposing students and staff to diverse linguistic and cultural contexts. The study highlights the effectiveness of providing multilingual learning courses and materials as well as establishing language learning centers. Byram, M., & Feng, A. (2006) emphasized the importance of setting up language learning centers and offering courses in multiple languages to create an environment conducive to multilingual learning. Cenoz and Gorter (2011) advocated for a comprehensive approach to multilingual education, including providing a variety of language learning materials and facilities. They highlighted the significance of scholarships and other financial support in making multilingual education accessible to more students. Baker, W. (2011, p.116-136) found that providing resources and opportunities for learning multiple languages, such as scholarships and grants, helps reduce the cost of learning and encourages active participation in multilingual education.

2. Promoting multilingual curricula. It refers to the promotion of multilingual courses in the curriculum to ensure that students have access to multilingual education in different disciplines and professions. Operation method: Integrate multi-language teaching into each professional course, design bilingual or multi-language teaching module; Cooperate with international institutions to develop joint curricula and promote multilingual education; The course content is regularly evaluated and updated to ensure that it is adapted to international needs. Example: The university has launched a series of bilingual courses, including international trade courses in Chinese and English and marketing courses in Chinese and French, to help students improve their multilingual skills in their professional studies. Leask, B. (2009, p.205-221) proposed that integrating multilingual teaching into professional courses enhances students' global competencies and prepares them for international careers. Marsh, D. (2002) highlighted the importance of designing bilingual or multilingual teaching modules to support multilingual education and ensure that course content meets international standards. García and Wei (2014) discussed the effectiveness of integrating multilingual courses in the curriculum and regularly updating course

content to adapt to international needs. Smit and Dafouz (2012) noted that the promotion of multilingual education through bilingual and multilingual courses is essential for enhancing students' language skills and professional competencies.

3. Using Technology Tools to Facilitate Multilingual Learning. It refers to the use of advanced technical tools to provide multi-language learning resources and platforms to improve learning effectiveness and efficiency. How to operate: Develop and promote multilingual learning applications and online platforms; Introducing virtual reality (VR) and augmented reality (AR) technologies to provide an immersive language learning experience; Use artificial intelligence (AI) technology to provide personalized language learning advice and feedback. Example: The university has developed a multilingual learning app, through which students can conduct online language courses and use VR technology to simulate real language communication environments to improve learning results. Wang and Vásquez (2012, p.412-430) highlighted the role of Web 2.0 tools in promoting collaborative and interactive language learning, suggesting that such tools improve learner engagement and outcomes. Garrett, N. (2009, p.719-740) discussed the integration of innovative technologies, including VR and AR, in language learning, emphasizing their potential to create immersive and effective learning environments. Kukulska-Hulme (2012, p.1-12) suggested that mobile learning applications and platforms can significantly improve multilingual learning by offering flexible and personalized learning opportunities. Godwin-Jones (2015) examined the use of AI technology in language learning, highlighting its ability to provide personalized learning advice and feedback, thus enhancing the learning experience.

4. Organizing Language Exchange Activities. It means to organize multilingual exchange activities, provide language practice opportunities, and promote the language ability of students and staff. Operation method: Regularly hold language corner, language salon and other exchange activities to provide a platform for language practice; Organize international cultural festivals, language competitions and other activities to encourage multilingual communication; Establish a language partnership program to allow students of different languages to communicate and learn from each other. Example: The university holds a language corner activity once

a week, in which students can communicate with international students from different countries, improve their oral skills and learn about different cultures. Stockwell, G. (2012, .p.1-15) proposed that the use of advanced technical tools such as online platforms significantly enhances the effectiveness and efficiency of multilingual learning by providing accessible and flexible learning resources. Wang and Vásquez (2012.p.412-430) highlighted the role of Web 2.0 tools in promoting collaborative and interactive language learning, suggesting that such tools improve learner engagement and outcomes. Godwin-Jones (2015, p.10-22) examined the use of AI technology in language learning, highlighting its ability to provide personalized learning advice and feedback, thus enhancing the learning experience. Kukulska-Hulme, A. (2012, p.1-12) suggested that mobile learning applications and platforms can significantly improve multilingual learning by offering flexible and personalized learning opportunities.

5. Establishing Language Assessments and Certifications. It refers to the establishment of a scientific language assessment and certification system to ensure the effectiveness of language learning and provide authoritative language proficiency certification. How to operate: Develop standardized language tests to assess the language level of students and staff; Cooperate with international certification bodies to provide authoritative language proficiency certification; Conduct regular language level tests to track learning progress and adjust learning strategies. Example: The university can cooperate with internationally renowned language certification agencies, regularly organize students to take the TOEFL (TOEFL), IELTS (IELTS) and other international certification tests, and provide corresponding test preparation courses and guidance. Davidson, F. and Fulcher, G. (2007, p.435-444) discussed the importance of establishing standardized language assessments to ensure effective language learning and provide reliable language proficiency certifications. Brown, H. D. (2004) emphasized the need for developing scientific language assessment systems and collaborating with international certification bodies to offer authoritative language proficiency certifications. Shohamy (2001) explored the impact of regular language testing on tracking learning progress and adjusting learning strategies, highlighting the benefits of cooperation with international certification agencies.

Alderson, J. C. (2009) examined the role of standardized language tests in assessing language proficiency and their significance in providing authoritative certifications through international bodies. Bachman, L. F. and Palmerr, A. S. (2010) highlighted the importance of establishing scientific language assessments and certifications to ensure the effectiveness of language learning and provide credible proficiency certifications.

By implementing the above five measures, the university can effectively promote multilingual competence, promote cross-cultural communication and cooperation, and lay a solid foundation for competition and development in the context of globalization.

International collaboration

1. Establishing international partnerships. It means that through the establishment of international partnerships, organizations can share resources, knowledge and technology to promote the process of internationalization. How to operate: Identify potential international partners, such as other universities, research institutions, enterprises, etc. Sign a cooperation agreement to clarify the objectives, contents and responsibilities of both parties; Conduct regular exchanges and evaluations to ensure the sustainability and effectiveness of cooperation. Example: The University has established a partnership with a well-known European university, and the two sides have carried out extensive cooperation in academic exchange, joint research, teacher training and other aspects, effectively enhancing the international influence of both sides. Knight, J. (2007, p.10-20) proposed that establishing international partnerships is crucial for sharing resources, knowledge, and technology, thereby promoting the process of internationalization. The study emphasizes the importance of identifying potential international partners and signing cooperation agreements to formalize objectives and responsibilities. Nuffic. De Wit (2010) highlighted the role of international partnerships in enhancing the global reach of higher education institutions. The research discusses how regular exchanges and evaluations can ensure the sustainability and effectiveness of such partnerships. Altbach, P. G., and Knight, J. (2007, p.290-305) identified that international partnerships enable universities to collaborate in areas such as academic exchange,

joint research, and faculty training, which significantly contribute to the internationalization process. Marginson, S. and van der Wende, M. (2007) suggested that forming international partnerships is essential for universities to stay competitive in a globalized education market. The study underlines the need for regular exchanges and evaluations to maintain effective collaboration.

2. Carrying out teacher-student exchange programs. It refers to the promotion of mutual learning and understanding in different cultural backgrounds through exchange programs between teachers and students, and the promotion of international level. How to operate: Design and promote teacher-student exchange programs to ensure that the programs cover a wide range of disciplines and fields; Provide scholarships and other grants to participants to lower the barrier to participation. Establish an exchange project management system to track and evaluate the exchange effect. Example: The University carries out student-faculty exchange programs with a number of foreign universities every year, in which participating students can study in foreign universities for a semester or an academic year, and teachers can conduct short-term academic visits and teaching exchanges. Altbach, P. G., & Knight, J. (2007, p.290-305) proposed that teacher-student exchange programs are critical for promoting mutual learning and understanding among different cultural backgrounds, which in turn enhances the international level of higher education institutions. De Wit, H. (2011, p. 16-23) noted the importance of designing and promoting teacher-student exchange programs across a wide range of disciplines and fields, providing scholarships to lower participation barriers, and establishing an exchange project management system to evaluate the outcomes. Teichler, U. (2004, p.5-26) highlighted that effective teacher-student exchange programs require comprehensive planning and support systems, including financial aid and evaluation mechanisms, to ensure they promote intercultural understanding and academic enrichment. Van der Wende, M.C. (2007, p.274-289) emphasized the need for scholarships and grants to facilitate participation in exchange programs and underscored the importance of tracking and evaluating the impact of these programs. Knight, J. (2008) suggested that establishing a structured exchange project management system is essential for monitoring the effectiveness of teacher-student

exchange programs and ensuring they achieve their intended educational and cultural objectives.

3. Setting up an international management organization. It refers to the establishment of a special international management organization, which is responsible for promoting and managing the internationalization of the organization and ensuring the effective implementation of the internationalization strategy. Operation method: Set up an international management team, including managers and experts with international experience; Develop international work plans and objectives, allocate resources and tasks; Hold regular internationalization work meetings to coordinate and supervise the progress of internationalization work. Example: The International Affairs Office of the University is set up, which is specifically responsible for international cooperation, international student management, and the planning and implementation of international exchange programs, effectively promoting the internationalization process of the institution. Altbach, P. G., & Knight, J. (2007, p.3-4) proposed that establishing dedicated international management organizations is essential for effectively promoting and managing the internationalization of higher education institutions. Hudzik, J.K. (2011) noted that setting up an international management organization helps coordinate international activities and ensures the strategic alignment of internationalization efforts with institutional goals. Childress, L.K. (2009,p.292-310) highlighted the importance of developing international work plans and objectives within international management organizations to systematically advance the institution's internationalization agenda. De Wit,H. (2002) discussed the role of international management teams in allocating resources and tasks effectively to support internationalization initiatives. Knight,J. (2004, p.5-31) emphasized the significance of regular internationalization work meetings organized by international management offices to coordinate and supervise the progress of internationalization efforts.

4. International exchange of academic research. Through international academic research exchanges, we will promote the cross-border dissemination and sharing of knowledge and technology, and improve the level of scientific research. Operation methods: Encourage and support researchers to participate in international

academic conferences and publish international journal papers; International cooperative research projects will be established, and research institutes outside the United Nations will conduct research on cutting-edge topics; Establish an international academic exchange platform, and hold international seminars and forums on a regular basis. Example: The University jointly carried out a research project on climate change with a number of internationally renowned universities, and the research results were published in top international journals and presented at a number of international academic conferences, which gained wide attention and recognition. Altbach, P. G., & Knight, J. (2007, p.290--305) proposed that international academic research exchanges facilitate the cross-border dissemination and sharing of knowledge and technology, significantly enhancing the level of scientific research. De Wit,H. (2010) emphasized the importance of encouraging and supporting researchers to participate in international academic conferences and publish in international journals as a means to promote knowledge exchange and improve research quality. Knight,J. (2012, p.27-42) highlighted the establishment of international cooperative research projects as a key method for conducting research on cutting-edge topics and advancing scientific knowledge. Marginson,S., & Rhoades ,G. (2002, p.281-309) discussed the creation of international academic exchange platforms and the regular organization of international seminars and forums to foster global research collaboration and innovation. Teichler,U. (2004, p.5-26) noted that international academic exchanges, such as joint research projects and international conferences, play a crucial role in the dissemination of research findings and the enhancement of academic standards.

5. Building an international alumni network. It means to enhance the global influence of the organization and promote resource sharing and cooperation among alumni by establishing an international alumni network. Operation method: Collect and update contact and career information of international alumni; Organize regular international alumni reunions and activities to enhance alumni contacts; Establish an alumni resource platform to promote cooperation and exchange among alumni. Example: The University has established alumni chapters in many countries and regions around the world, regularly hosting alumni events to help alumni build

contacts in different countries and industries, and promoting the university's international cooperation projects through alumni networks. Rutherford, D., & Rabovsky, T. (2014, p.185-208) emphasized the importance of establishing an international alumni network to enhance institutional global influence and resource sharing. They discussed methods for collecting and updating alumni contact and career information to facilitate this process. Weerts, D. J., & Ronca, J. M. (2008, p.274-292) noted that organizing regular international alumni reunions and activities can significantly enhance alumni engagement and contacts, which in turn benefits the institution's global network and cooperation projects. Taylor, M. S., & Martin, J. C. (2014, p.45-63) highlighted the role of an alumni resource platform in promoting cooperation and exchange among alumni, which enhances the university's international collaborations and projects. Huang, F. (2018, p.94-104) suggested that establishing international alumni chapters and regularly hosting alumni events are effective strategies for promoting the university's international cooperation projects through alumni networks. Johnson, T. E., & Eckel, P. D. (2013, p.113-136) discussed the operation methods for building an international alumni network, including collecting and updating alumni information and organizing events to maintain strong alumni relations.

6. Developing international curricula and programs. It refers to the development of international courses and programs to enhance students' international vision and competitiveness, and to cultivate talents with global thinking. Operation method: The introduction of foreign excellent courses and teaching resources, combined with local needs for localization transformation; Design double degree programs and joint training programs, and cooperate with foreign universities; Promote online international courses to facilitate more students to participate in international learning. Example: The university has cooperated with a number of internationally renowned universities to launch a series of dual degree programs, students can graduate with a degree from both universities, and the university has also opened a number of online international courses, which is convenient for students to receive international education at home. Knight, J. (2004, p.5-31) proposed that developing international curricula and programs is essential for enhancing

students' global vision and competitiveness. This includes introducing foreign courses, designing dual degree programs, and promoting online international courses. Altbach, P. G., & Knight, J. (2007, p.290-305) emphasized the importance of internationalizing curricula by incorporating global content and perspectives, as well as collaborating with foreign institutions on dual degree programs and joint training initiatives. De Wit, H. (2011, p.6-7) discussed common misconceptions about internationalization, emphasizing the importance of developing international curricula and programs to truly enhance students' global competencies. Stohl, M. (2007, p.359-372) pointed out the necessity of faculty involvement in developing international curricula and programs, including the localization of foreign courses and the promotion of online international learning opportunities. Qiang, Z. (2003, p. 248-270) highlighted the role of international programs in cultivating global thinking among students, and discussed the benefits of joint programs with foreign universities and the implementation of online international courses.

Through the implementation of the above six measures, the University can effectively enhance the level of international cooperation, promote the process of internationalization, and achieve global competitive advantage and sustainable development.

Management Mechanism

1. Formulating and implement an internationalization policy. It refers to the development of a clear internationalization policy, including objectives, strategies and implementation plans, to ensure that all levels of the organization are working towards common internationalization goals. Operation method: Organize the top management team to make internationalization policy. Clear short - and long-term goals for internationalization; Develop a detailed implementation plan covering resource allocation, timelines and division of responsibilities; Periodically assess and adjust policies to ensure they are responsive to changes in the external environment. Example: The University has developed an internationalization policy with the goal of increasing the number of international students by 20% in five years and improving the quality of teaching through international cooperation projects. The policy includes specific measures such as increasing international recruitment publicity,

setting up an international student office, and providing international scholarships. Knight, J. (2004, p.5-31) proposed that developing international curricula and programs is essential for enhancing students' global vision and competitiveness. This includes introducing foreign courses, designing dual degree programs, and promoting online international courses. Altbach, P. G., & Knight, J. (2007, p.290-305) emphasized the importance of internationalizing curricula by incorporating global content and perspectives, as well as collaborating with foreign institutions on dual degree programs and joint training initiatives. De Wit (2011, p.6-7) discussed common misconceptions about internationalization, emphasizing the importance of developing international curricula and programs to truly enhance students' global competencies.

2. Establishing the internationalization of management processes. It is the integration of international concepts into the management processes of the organization, from daily operations to strategic decisions, to ensure that all departments always take international factors into account in the implementation process. How to operate: Introduce international standards and best practices into the management process; Train employees to understand and apply international management processes; Set internationalization performance indicators, monitor and evaluate process execution. Example: The school has introduced internationalization standards in its international cooperation project management process to ensure that project teams consistently follow best practices in different countries and regions, and improve employees' internationalization management capabilities through regular training. Childress, L. K. (2010, p.289-309) proposed that integrating international concepts into the management processes of higher education institutions ensures that all departments consider international factors in their operations and strategic decisions. This includes introducing international standards and best practices into the management process, training employees, and setting performance indicators for monitoring and evaluation. Knight (2004) noted that establishing internationalization within management processes involves embedding international perspectives into daily operations and strategic planning, ensuring that international factors are consistently considered across all organizational activities. Qiang (2003) highlighted the importance of integrating international standards and

best practices into the management processes of educational institutions. The study emphasized the role of training employees to understand and apply these processes and the necessity of setting internationalization performance indicators. De Wit (2011) discussed how higher education institutions can establish internationalized management processes by incorporating international standards into their operations, providing employee training, and using performance indicators to monitor and evaluate the execution of these processes.

3. International evaluation and feedback mechanism. It refers to the establishment of internationalization evaluation and feedback mechanism, regular evaluation of the organization's internationalization progress, and continuous improvement through the feedback mechanism. Operation method: Develop international evaluation standards and index system. Conduct regular internal and external evaluations and collect data. Collect feedback from stakeholders through questionnaires and interviews. Adjust internationalization strategies and measures based on evaluation results and feedback. Example: The university conducts an annual internationalization assessment, which includes international student satisfaction, international cooperation project results, etc., and collects feedback through questionnaires and interviews, and adjusts enrollment strategies and teaching contents according to the evaluation results. Brandenburg, U., & de Wit, H. (2011, p.15-17) discussed the importance of establishing an internationalization evaluation and feedback mechanism. They proposed developing international evaluation standards and an index system to regularly assess an organization's internationalization progress. Knight, J. (2008) emphasized the need for regular internal and external evaluations and the collection of data to measure the effectiveness of internationalization efforts. She also highlighted the role of feedback mechanisms in adjusting internationalization strategies. Deardorff, D. K. (2006, p.241-266) focused on the significance of collecting feedback from stakeholders through questionnaires and interviews to continuously improve internationalization measures. Rumbley, L. E., Altbach, P. G., & Reisberg, L. (2012, p.3-27) discussed the importance of adjusting internationalization strategies and measures based on evaluation results and feedback collected from various stakeholders. Ayoubi, R. M., & Massoud, H. K.

(2007, p.329-349) conducted a study on the strategy of internationalization in universities, emphasizing the need for an evaluation and feedback mechanism to ensure continuous improvement.

4. Establishing a cross-departmental coordination mechanism. It refers to the establishment of inter-departmental coordination mechanisms to ensure that all departments work together in the process of internationalization and improve the overall effectiveness. Operation method: Set up an inter-departmental internationalization working group and hold regular coordination meetings; Clarify the responsibilities and division of labor of each department in the internationalization work; Establish an information sharing platform to promote communication and collaboration between departments. Example: The university has established an inter-departmental internationalization working group, composed of representatives from the Academic Affairs Office, the Admissions Office, the International Exchange Office and other departments, which holds regular meetings to coordinate the recruitment and management of international students, and ensure information sharing and collaborative work among various departments. Brandenburg, U., & de Wit, H. (2011, p.15-17) discussed the importance of establishing an internationalization evaluation and feedback mechanism. They proposed developing international evaluation standards and an index system to regularly assess an organization's internationalization progress. Knight, J. (2008) emphasized the need for regular internal and external evaluations and the collection of data to measure the effectiveness of internationalization efforts. She also highlighted the role of feedback mechanisms in adjusting internationalization strategies. Rumbley, L. E., Altbach, P. G., & Reisberg, L. (2012, p.3-27) discussed the importance of adjusting internationalization strategies and measures based on evaluation results and feedback collected from various stakeholders. Ayoubi, R. M., & Massoud, H. K. (2007, p329-349) conducted a study on the strategy of internationalization in universities, emphasizing the need for an evaluation and feedback mechanism to ensure continuous improvement.

5. Establishing an international information platform. It refers to the establishment of an international information platform to provide organizations with global information support to help decision-making and strategy development.

Operation method: Develop or introduce international information management system; Collect and collate information on global markets, policies, cultures, etc. Update the content of the platform regularly to ensure the timeliness and accuracy of information; Train employees to use information platform to improve information utilization efficiency. Example: The University has established a world University information platform, which covers university data, policies, regulations, cultural customs and other information around the world to help management make scientific decisions when formulating internationalization strategies. Teo, T. S. H., & Pian, Y. (2003, p.457-468) proposed that the development and introduction of an international information management system are critical for organizations to support decision-making and strategy development in a global context. Tarafdar, M., & Qrunfleh, S. (2010, p.380-392) emphasized the importance of regularly updating the content of international information platforms to ensure the timeliness and accuracy of information, which is essential for effective decision-making. Mithas, S., Ramasubbu, N., & Sambamurthy, V. (2011, p.237-256) highlighted the role of training employees to use information platforms to improve the efficiency of information utilization, thus enhancing organizational performance. Klein, H. K., & Myers, M. D. (2001, p.219-232) discussed the significance of collecting and collating global market, policy, and cultural information to support strategic decision-making in international contexts. Choo (2002) proposed that establishing a comprehensive information platform that includes global data, policies, regulations, and cultural customs helps organizations make informed and scientific decisions.

6. Establishing a risk management and control mechanism. It refers to the establishment of risk management and control mechanisms to identify, assess and respond to possible risks in the process of internationalization to ensure the sustainable development of the organization. Operation method: Formulate international risk management strategy, clarify the objectives and methods of risk management; Establish a risk identification and assessment system, and conduct regular risk assessment. Develop a risk response plan to ensure timely response to risks as they occur. A risk management committee shall be established to supervise and guide the work of risk management. Example: The school has introduced a risk

management and control mechanism in its project management to regularly assess the political, economic and social risks faced by the project in different countries and regions, and formulate a response plan to ensure the smooth implementation of the project. Jiang, X. (2008, p.401-412) proposed that establishing risk management and control mechanisms is essential for identifying, assessing, and responding to risks in the internationalization process to ensure sustainable development. Knight, J. (2015, p.107-120) highlighted the importance of formulating international risk management strategies and establishing risk identification and assessment systems to manage risks effectively in higher education. Marginson, S. (2011, p.329-345) discussed the need for higher education institutions to develop risk response plans and establish risk management committees to oversee and guide risk management efforts in the context of globalization. Stensaker, B., & Vabø, A. (2013, p.256-274) emphasized the significance of regular risk assessment and the establishment of risk management committees to ensure effective risk management in the internationalization process. Wihlborg, M., & Åström, F. (2017, 261-275) pointed out that establishing comprehensive risk management and control mechanisms, including risk identification, assessment, and response, is critical for the sustainable development of higher education institutions.

Through the implementation of the above six measures, the school can effectively manage in the context of globalization, prevent risks, promote the process of internationalization, and enhance competitiveness and sustainable development capacity.

Part 3: The suitability and feasibility of guidelines for developing the internationalization of university management in the Beibu Gulf Economic Zone.

The researchers invited 9 experts to evaluate the guidelines for the internationalization of university management in the development of the Beibu Gulf Economic Zone. Nine experts were invited to assess the effectiveness of the guidelines for the internationalization of university management. All 9 experts have more than 5 years of experience as senior managers of universities, with rich experience in international exchanges, doctoral degree or above, associate professor or above. Based on the mean data of Rensis Likert (1932), the suitability and feasibility

of developing guidelines for the internationalization of university management are at the highest or high level in five aspects, that is, the suitability and feasibility of developing guidelines for the internationalization of university management.

The average value of the suitability of the internationalization of university management in the development of the Beibu Gulf Economic Zone is the highest, which means that the internationalization construction and management of universities in the region should be strengthened. A high level of intercultural awareness indicates that employees and managers are able to understand and respect behaviors, customs, and values in different cultural contexts. This awareness helps reduce misunderstandings and conflicts, and promotes cross-cultural communication and collaboration. Training and education to promote cultural sensitivity and inclusion of employees can create a harmonious and diverse work environment. Cross-cultural leadership refers to a leader's ability to effectively lead a team in a multicultural environment. Managers with cross-cultural leadership can mobilize the enthusiasm of employees with different cultural backgrounds, enhance team cohesion and improve organizational performance. By selecting and developing managers with cross-cultural leadership, an organization can ensure its competitive advantage in the global market.

Multilingual proficiency is particularly important in the globalized educational management. Multilingualism not only facilitates direct communication, but also enables a deep understanding of the connotations and nuances of different cultures. Organizations should encourage employees to learn and master multiple languages in order to improve cross-cultural communication skills and market adaptability.

International cooperation is the key to achieve the objectives of cross-cultural management. By establishing international partnerships, organizations can learn from and absorb the advantages of different cultures to share resources and achieve mutual benefit and win-win results. Strategies to promote international cooperation include international projects, participation in global networks and alliances, and active participation in international exchanges.

The sound and flexibility of the management mechanism is the basis to support the implementation of the above strategies. Effective management mechanism includes the formulation of cross-cultural policies, the establishment of a diversified management team, the process of dealing with cultural conflicts, and the implementation of cross-cultural training and evaluation system. These mechanisms ensure the systematization and sustainability of cross-cultural management strategies and help organizations to continue to develop and innovate in the context of globalization.

Guidelines for the five dimensions of cross-culture awareness, cross-culture leadership, multilingual proficiency, international collaboration and management mechanism are highly applicable in enhancing the cross-cultural management ability of organizations, laying a solid foundation for achieving global competitive advantage.

Recommendations

Implications

The implementation of guidelines for improving the internationalization of university management in the Beibu Gulf Economic Zone may have a profound impact on universities in the region.

Cross-culture awareness

The implementation of measures such as intercultural sensitivity training, communication platforms, adaptive services, diversity support policies, and multicultural campus environments may enhance cultural awareness and inclusion at universities in the region. These efforts are expected to promote universities to strengthen international cooperation and exchanges, improve the cross-cultural experience of students and faculty, and better prepare graduates to adapt to the globalized world, significantly enhancing their reputation and competitiveness on the international stage.

Cross-culture leadership

The implementation of various cross-cultural initiatives may promote more flexibility in the formulation of internationalization strategies for universities in the

Beibu Gulf Economic Zone, strengthen training and enhance the diversity of cross-cultural leadership. By prioritizing regular assessment, promoting cross-cultural exchange, and building more diverse leadership teams, universities can better support their internationalization efforts and create a more inclusive and culturally competent academic environment.

Multilingual proficiency

Implementing these measures in universities will significantly enhance multilingual proficiency and create a more inclusive, globally-oriented academic environment. By providing rich language resources, personalized support, and leveraging modern technology, universities can offer tailored and effective language education. Additionally, fostering cultural integration through diverse language offerings and supporting teachers with necessary training strengthens institutional commitment to multilingual education.

International collaboration

The implementation of these initiatives will enhance the global academic influence of the University in the Beibu Gulf Economic Zone, broaden the horizons and capabilities of faculty, staff and students, and improve the global influence and competitiveness of the University. Measures such as establishing and expanding global partnerships, managing international cooperation, and supporting academic exchanges are critical to enhancing the internationalization of universities in the Beibu Gulf Economic Zone.

Management Mechanism

The implementation of specialized internationalization management bodies, clear policies, and effective coordination mechanisms in universities may significantly enhance the internationalization process. Transparent policy-making and comprehensive project management systems further promote inclusivity and accountability, while performance evaluation mechanisms enable continuous improvement. Collectively, these efforts strengthen the university's global presence and competitiveness.

Future Researches

This study investigates and analyzes the internationalization of university management in the Beibu Gulf Economic Zone, develops a guide to improve the internationalization of university management in the Beibu Gulf Economic Zone, and recommends that universities in the region take various measures. In addition, the researchers also pointed out that this study has certain limitations in sample selection and research methods. In view of the rapid development of global higher education and the increasing demand for the internationalization of university management, future research on the internationalization of university management in the Beibu Gulf Economic Zone of ASEAN should be further explored from the following five aspects:

Cross-culture awareness

Evaluating the Impact of Cross-Cultural Training and Exchange Platforms: Future research should assess the effectiveness of these initiatives, particularly the impact of cross-cultural training and exchange platforms on management performance. Studies should also explore new methods to improve these trainings to enhance cross-cultural management capabilities.

Cross-culture leadership

Comparative Studies of Practices in Different Regions and Institutions: Future research should compare cross-cultural management practices across different regions and institutions to identify best strategies. These studies will provide broad perspectives on how to effectively implement internationalization strategies in various contexts.

Multilingual proficiency

Integration of Multilingual Resources and Infrastructure: Research should focus on evaluating the effectiveness of existing multilingual initiatives, particularly in faculty training and policy implementation. Studies should also explore how the integration of multilingual resources can enhance the internationalization level of universities.

International collaboration

Strategies for Managing International Partnerships: Research should investigate the effectiveness of different strategies for managing and maintaining international partnerships and explore the impact of increased international student exchanges on academic outcomes. Additionally, studies should focus on optimizing the allocation of international educational resources to maximize the impact of internationalization efforts.

Management Mechanism

Impact of Comprehensive Performance Evaluation Mechanisms: Research should explore the impact of comprehensive performance evaluation mechanisms on the effectiveness of university internationalization strategies. Studies should also assess how better resource allocation and project management processes can support the success of international projects.

The opening up of the Beibu Gulf Economic Zone to ASEAN has promoted international exchanges and cooperation among universities in the region. Universities in the Beibu Gulf Economic Zone can implement a series of measures to attract international teachers and students, develop globalized courses and degree programs, conduct international exchanges and cooperative research, organize multicultural activities and cross-cultural training, provide language support and cultural adaptation services, use digital technology to promote virtual international cooperation, establish global alumni networks and cooperate with multinational companies, and formulate international policies and management mechanisms. These strategies ensure that the internationalization strategy is integrated into the overall development plan of the school, thereby creating a diverse and inclusive campus environment with a global perspective and cross-cultural understanding, and promoting the international development of the Beibu Gulf Economic Zone.

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Appendix

Appendix A
List of Specialists and Letters of Specialists Invitation
for IOC Verification

Specialists and Letters of Specialists Invitation for IOC Verification

1. Professor Dr.Li Guanghai, Guangxi Normal University
2. Professor He Guangyao, Beibu Gulf University
3. Professor Dr.Lan Changlong, Guangxi Min'zu University
4. Associate Professor Dr.Chen Peng, Beibu Gulf University
5. Associate Professor Dr.Chen Bangyu, Guilin Tourism University



Ref.No. MHESI 0643.14/ 1๖4

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Li Guanghai, Guangxi Normal University

Mrs.Yao Min is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving internationalization of Universities in Beibu Gulf Economic Zone"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Akaranun Asavarutpokin)
Vice Dean of Graduate School

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February 2024

RE: Invitation to validate research instrument

Dear Professor He Guangyao, Beibu Gulf University

Mrs. Yao Min is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving internationalization of Universities in Beibu Gulf Economic Zone"

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February 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Lan Changlong, Guangxi Min'zu University

Mrs.Yao Min is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving internationalization of Universities in Beibu Gulf Economic Zone"

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Bansomdejchaopraya Rajabhat University
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February 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr. Chen Peng, Beibu Gulf University

Mrs. Yao Min is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving internationalization of Universities in Beibu Gulf Economic Zone"

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1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

February 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr. Chen Bangyu, Guilin Tourism University

Mrs.Yao Min is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving internationalization of Universities in Beibu Gulf Economic Zone"

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Appendix B
Official Letter

The Evaluation experts

1. Professor Dr.Li Guanghai, Guangxi Normal University
2. Professor Dr.Tang Gaohua, Beibu Gulf University
3. Professor Dr.Lan Changlong, Guangxi Min'zu University
4. Professor Dr.Li Dongmei, Guangxi Normal University
5. Professor Dr.Huang Jiaqing, Beibu Gulf University
6. Professor Dr.Song Yafei, Guangxi University
7. Associate Professor Dr.Chen Peng, Beibu Gulf University
8. Associate Professor Dr.Chen Bangyu, Guilin Tourism University
9. Associate Professor Feng Li, Beibu Gulf University



Ref.No. MHESI 0643.14/013

Bansomdejchaopraya Rajabhat University
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February 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Li Guanghai, Guangxi Normal University

Mrs. Yao Min is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving internationalization of Universities in Beibu Gulf Economic Zone"

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RE: Invitation to evaluate the guideline

Dear Professor Dr. Lan Changlong, Guangxi Min'zu University

Mrs.Yao Min is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving internationalization of Universities in Beibu Gulf Economic Zone"

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RE: Invitation to evaluate the guideline

Dear Professor Dr. Li Dongmei, Guangxi Normal University

Mrs. Yao Min is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving internationalization of Universities in Beibu Gulf Economic Zone"

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RE: Invitation to evaluate the guideline

Dear Professor Dr. Huang Jiaqing, Beibu Gulf University

Mrs. Yao Min is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving internationalization of Universities in Beibu Gulf Economic Zone"

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RE: Invitation to evaluate the guideline

Dear Professor Dr. Song Yafei, Guangxi University

Mrs. Yao Min is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving internationalization of Universities in Beibu Gulf Economic Zone"

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February 2024

RE: Invitation to evaluate the guideline

Dear Associate Professor Dr. Chen Peng, Beibu Gulf University

Mrs. Yao Min is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving internationalization of Universities in Beibu Gulf Economic Zone"

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Bansomdejchaopraya Rajabhat University
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February 2024

RE: Invitation to evaluate the guideline

Dear Associate Professor Dr. Chen Bangyu, Guilin Tourism University

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February 2024

RE: Invitation to evaluate the guideline

Dear Associate Professor Feng Li, Beibu Gulf University

Mrs.Yao Min is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving internationalization of Universities in Beibu Gulf Economic Zone"

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Appendix C
Research Instrument

1. Survey Questionnaire

Questionnaire on the internationalization of university management in the Beibu Gulf Economic Zone

Dear Sir / Madam,

Hello! This is a study on Guidelines for developing the Internationalization of University Management in the Beibu Gulf Economic Zone. The aim of this study is to explore how to effectively enhance the internationalization management of universities in the Beibu Gulf Economic Zone from a cross-cultural management perspective through five dimensions: cross-cultural awareness, cross-cultural leadership, multilingual ability, international exchange, and management mechanisms, thereby promoting the high-quality development of higher education in the region. We need to understand the specific situation of your unit. The research subjects of this survey are the administrators of undergraduate institutions in the Beibu Gulf Economic Zone.

Your participation is crucial to this study. We sincerely invite you to participate in this survey and share your valuable experience and insights. The questionnaire mainly covers your basic information, the cross-cultural awareness of your school, cross-cultural leadership, multilingual ability, international exchange, and the impact of management mechanisms on you. The questionnaire is anonymous, and all data is used only for academic research, ensuring that your personal information and responses are kept strictly confidential.

Thank you for taking the time to complete the questionnaire. Your support will make an important contribution to this research. We look forward to your active participation!

Questionnaire - Basic Information

Gender:

1. Male
2. Female

Age:

1. 20-29
2. 30-39

3. 40-49

4.5 0-59

Education Level:

1. Undergraduate and below

2. Master's degree

3. Doctoral degree

Professional Title:

1. Lecturer and below

2. Associate Professor

3. Professor

Years of Service:

1. 5 years and below

2. 6-15 years

3. 16-30 years

4. 30 years and above

Work Unit:

1. Guangxi University

2. Guangxi Minzu University

3. Beibu Gulf University

4. Nanning Normal University

5. Guangxi Normal University for Nationalities

6. Guangxi University of Finance and Economics

7. Guangxi Arts University

8. Nanning University

9. Yulin Normal University

10. Beihai Art and Design College

Questionnaire - Main Section

The following questions aim to understand the impact of various factors on the internationalization management of your unit. Please choose a rating between 1 to 5 based on your actual situation, where 1 means strongly disagree and 5 means strongly agree.

No	the internationalization of university management in the Beibu Gulf Economic Zone	Level of the internationalization of university management				
		1	2	3	4	5
Cross-Cultural Awareness						
1	Administers show high sensitivity and respect towards students and colleagues from different cultural backgrounds.					
2	Administers promote the importance of cross-cultural sensitivity through various channels.					
3	3.Administers incorporate cultural diversity education in courses and activities to enhance cultural awareness among students and staff.					
4	Administers actively conduct anti-bias and anti-discrimination training to promote an inclusive campus environment.					
5	Administers provide systematic cross-cultural training programs for international students and staff.					
6	Administers also offer cross-cultural training for local students and staff to improve their cross-cultural communication and collaboration skills.					

No	the internationalization of university management in the Beibu Gulf Economic Zone	Level of the internationalization of university management				
		1	2	3	4	5
7	Administers regularly organize cultural exchange activities, such as cultural festivals and international food days, to promote interaction and understanding among different cultural backgrounds.					
8	Administers ensure that cultural exchange activities meet the cultural adaptation needs of international students and staff.					
9	Administers offer personalized guidance and support to international students and staff to help them adapt to the new environment.					
10	Administers' guidance and support services effectively address the cultural adaptation issues faced by international students and staff.					
11	Administers provide mental health support services that address the psychological needs of international students and staff during cultural adaptation.					
Cross-Cultural Leadership:						

No	the internationalization of university management in the Beibu Gulf Economic Zone	Level of the internationalization of university management				
		1	2	3	4	5
1	Administrators have a clear internationalization strategic plan that effectively guides cross-cultural management practices.					
2	Administrators regularly evaluate and adjust the internationalization strategy to adapt to changes in the global education environment.					
3	Administrators effectively communicate and implement the internationalization strategic plan across the entire school.					
4	Administrators include members with international backgrounds and cross-cultural experience in the leadership team to promote diverse decision-making.					
5	Administrators provide training and resources for cross-cultural team building to enhance team cross-cultural understanding and cooperation efficiency.					
6	Administrators have effective cross-cultural conflict management strategies to identify and address cross-cultural conflicts promptly.					

No	the internationalization of university management in the Beibu Gulf Economic Zone	Level of the internationalization of university management				
		1	2	3	4	5
7	Administers regularly organize cross-cultural conflict management training to help staff and students improve their coping skills.					
8	Administers use various methods, such as mediation and negotiation, to handle cross-cultural conflicts flexibly.					
9	Administers regularly provide cross-cultural communication training to improve the cross-cultural communication skills of staff and students.					
10	Administers' leadership possesses high-level cross-cultural communication skills, enabling effective communication with staff and students from different cultural backgrounds.					
11	Administers' cross-cultural leadership measures positively contribute to the improvement of internationalization management.					
Multilingual Proficiency:						

No	the internationalization of university management in the Beibu Gulf Economic Zone	Level of the internationalization of university management				
		1	2	3	4	5
1	Administers provide rich language learning resources, such as books, online courses, and language labs.					
2	Administers have language learning centers or language support departments to offer personalized language learning support to students and staff.					
3	Administers use modern information technology, such as language learning software and online communication platforms, to enhance the convenience and effectiveness of language learning.					
4	Administers provide multimedia teaching tools to support interactive teaching in a multilingual environment.					
5	Administers offer multilingual courses, including the national language, international common languages (such as English, French), and non-common languages (such as Thai, Vietnamese, Malay).					

No	the internationalization of university management in the Beibu Gulf Economic Zone	Level of the internationalization of university management				
		1	2	3	4	5
6	Administers organize language partner programs to promote mutual language learning between local and international students.					
7	Administers offer language proficiency improvement training for teachers to help them teach better in a multilingual environment.					
8	Administers create a multilingual campus environment by setting up multilingual signs and providing multilingual services.					
9	Administers organize multilingual cultural exchange activities to promote interaction and integration among students from different language backgrounds.					
10	Administers develop and implement policies supporting multilingual education, providing necessary funding and resources.					
International Collaboration:						

No	the internationalization of university management in the Beibu Gulf Economic Zone	Level of the internationalization of university management				
		1	2	3	4	5
1	Administrators establish and actively expand new partnerships with globally renowned universities and research institutions to promote internationalization.					
2	Administrators have clear strategies and measures for managing and maintaining international partnerships.					
3	Administrators regularly host or participate in international academic conferences and seminars to promote academic exchange.					
4	Administrators conduct joint research projects with international academic institutions to enhance academic influence.					
5	Administrators support staff participation in international academic exchanges to broaden their international academic perspectives.					
6	Administrators implement extensive international student exchange programs to increase students' international experience.					

No	the internationalization of university management in the Beibu Gulf Economic Zone	Level of the internationalization of university management				
		1	2	3	4	5
7	Administers encourage and support staff participation in international exchange programs to enhance their cross-cultural capabilities.					
8	Administers establish branch campuses or cooperative education programs abroad to expand educational influence.					
9	Administers' international education programs and academic exchange cooperation receive positive social evaluation and recognition.					
10	Administers provide adequate resources and support in the process of international education.					
Management Mechanism:						
1	Administers establish specialized internationalization management bodies (such as an internationalization office or committee) to coordinate and promote internationalization affairs.					

No	the internationalization of university management in the Beibu Gulf Economic Zone	Level of the internationalization of university management				
		1	2	3	4	5
2	Administers ensure good coordination and cooperation mechanisms between the internationalization management bodies and various departments to ensure the smooth progress of internationalization activities.					
3	Administers develop clear internationalization policies covering international admissions, international faculty recruitment, international cooperation, and cross-cultural training.					
4	Administers ensure the policy-making process for internationalization is transparent, widely seeking opinions and suggestions from staff and students.					
5	Administers establish a comprehensive international project management system to ensure effective implementation and supervision of international projects.					

No	the internationalization of university management in the Beibu Gulf Economic Zone	Level of the internationalization of university management				
		1	2	3	4	5
6	Administers' international project management system includes clear project management processes, responsibility allocation, and risk control measures.					
7	Administers provide ample resources and support for international projects, including funding, personnel, and technology.					
8	Administers establish an internationalization performance evaluation mechanism, including specific evaluation standards and indicators to ensure the objectivity and fairness of the evaluation.					
9	Administers use the results of internationalization performance evaluations to improve internationalization policies and management measures, promoting the school's internationalization process.					

No	the internationalization of university management in the Beibu Gulf Economic Zone	Level of the internationalization of university management				
		1	2	3	4	5
10	Administers' establishment of internationalization management bodies and the formulation and implementation of internationalization management mechanisms effectively promote the school's internationalization development.					

2. Structured Interview outline

Structured Interview outline on guidelines for the internationalization of university management in Beibu Gulf Economic Zone

Instructions:

The interviewees in this research were from public undergraduate universities in Guangxi, totaling 9 middle-level leaders. The qualifications of interviewees are as follows: at least 5 years of work experience in middle-level leader in public undergraduate universities.

Part 1: Personal Information

1. Interviewer
2. Interview Date
3. Interview Time
4. Interviewee
5. Gender
6. Age
7. Education background
8. Professional title
9. Years of Service
10. Work place

Part 2: Structured Interview outline

The transcribed texts of 9 interviews are as follows:

Content	Question
cross-cultural awareness	1.In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?
cross-cultural leadership	2.In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?
Multilingual Proficiency	3.In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?
International Collaboration	4.In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?
Management Mechanism	5.In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?

The transcribed texts of 9 interviewees are as follows:

Interviewee 1

1. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?

In my opinion, cross-cultural awareness is essential for the internationalization of university management. Managers should continually improve their cross-cultural awareness in their daily management work. Schools can enhance their cross-cultural awareness through the following measures. First, provide cultural sensitivity training. In alignment with the concept of lifelong learning, we should regularly offer cultural sensitivity training and cultural diversity courses for managers, particularly those working

in foreign affairs, to cultivate their global perspective and enhance their understanding and respect for different cultures. Second, organize cross-cultural communication activities. Regularly hold cultural lectures and seminars, invite experts to share cross-cultural knowledge, and engage international students as cultural ambassadors to promote the cultures of different countries. Establish cultural experience programs such as cultural festivals and international days to foster cultural interaction. Third, strengthen the promotion and advocacy of multiculturalism. Use school media and publicity channels to promote cross-cultural awareness, enhance cultural understanding among teachers and students, conduct anti-bias and anti-discrimination education, and create an inclusive campus environment. Cross-cultural awareness is very important for the internationalization of university management. In daily management work, managers should constantly improve their cross-cultural awareness. In my opinion, schools can improve their cross-cultural awareness from the following aspects. Firstly, provide cultural sensitivity training. In accordance with the concept of lifelong learning, we regularly provide cultural sensitivity training and cultural diversity courses for managers, especially those working in foreign affairs, to cultivate their global perspective and enhance their understanding and respect for different cultures. Secondly, organize cross-cultural communication activities. Regular cultural lectures and seminars are held, experts are invited to share cross-cultural knowledge, international students serve as cultural ambassadors, cultures of different countries are promoted, cultural experience programs are set up, such as cultural festivals and international days, etc., to promote cultural interaction. Thirdly, we should strengthen the publicity and promotion of multiculturalism. Use school media and publicity channels to promote cross-cultural awareness, enhance the cultural understanding of teachers and students, conduct anti-bias and anti-discrimination education, and create an inclusive campus environment.

2. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural leadership of university administrators?

I think cross-leadership is very important for managers, especially those above the middle level. There are several ways to improve managers' cross-cultural leadership. Firstly, provide training opportunities. Colleges and universities provide cross-cultural leadership training for managers, training managers' cross-cultural communication skills,

training managers' methods and strategies to deal with cross-cultural conflicts, strengthening managers' understanding of different cultural values and behavior patterns, improving their cultural intelligence and management ability in a multicultural environment, promoting a harmonious working environment, and thus improving the effect of cross-cultural communication in colleges and universities. Inclusive management. Secondly, we need to expand our global perspective. Encourage managers to participate in international conferences and seminars, establish experience sharing mechanisms among managers, promote best practices in international management, and expand global perspectives. Thirdly, echelon building a multicultural team. Establish a multicultural management team, establish a cross-cultural mentor-ship program, and have managers with international experience mentor new managers to enhance the cultural diversity and vitality of the team. Fourthly, assess cross-cultural leadership. Regularly assess the level of cross-cultural leadership of managers, and develop improvement plans to continuously improve the level of cross-cultural leadership of university managers.

3. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the multilingual proficiency of university administrators?

I believe cross-cultural leadership is crucial for managers, especially those at the middle level and above. There are several ways to enhance managers' cross-cultural leadership skills: Firstly, provide training opportunities. Colleges and universities can offer cross-cultural leadership training for managers, focusing on developing cross-cultural communication skills, methods, and strategies for addressing cross-cultural conflicts. This training should also aim to strengthen managers' understanding of different cultural values and behavior patterns, improve their cultural intelligence and management abilities in a multicultural environment, and promote a harmonious working environment. Consequently, this will enhance the effectiveness of cross-cultural communication within colleges and universities. Secondly, expand our global perspective. Encourage managers to participate in international conferences and seminars, establish experience-sharing mechanisms among managers, promote best practices in international management, and broaden their global perspectives. Thirdly, build a multicultural team. Establish a multicultural management team and a cross-cultural mentorship program, where managers with international experience mentor new managers. This will enhance the

cultural diversity and vitality of the team. Fourthly, assess cross-cultural leadership. Regularly evaluate the level of cross-cultural leadership among managers and develop improvement plans to continuously enhance their cross-cultural leadership capabilities.

4. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the international collaboration of university administrators?

I believe that international exchange and cooperation are key indicators of the internationalization of university management. Universities can enhance international exchanges and cooperation through several main channels: Firstly, by establishing cooperative partnerships. This includes forming long-term and stable partnerships with well-known foreign universities, research institutions, and enterprises, carrying out international joint education projects, establishing branch schools or joint colleges in cooperation with foreign universities, promoting cooperation with international organizations, and continually enhancing the university's international reputation and influence. Secondly, by conducting two-way exchanges. This involves implementing student exchange programs that allow for both receiving international students and sending our students abroad, promoting international exchange and cooperation among teachers, supporting teachers and administrators in visiting and studying abroad, introducing advanced foreign teaching management practices through exchange and study, and improving administrators' international management capabilities to better serve teachers and students. Thirdly, by engaging in scientific research cooperation. This includes organizing and participating in international academic conferences, forums, and seminars, jointly carrying out transnational research projects, participating in and applying for international projects, obtaining international educational and research resources, promoting scientific research and technological development, and facilitating the exchange of academic ideas and research outcomes.

5. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the management mechanism of university administrators?

In my opinion, the most crucial aspect to strengthen in the process of internationalizing university management in the Beibu Gulf Economic Zone is the internationalization management mechanism. Firstly, there should be policy support.

Policies should be formulated and implemented to support internationalization, providing an institutional guarantee for this work. The school's internationalization strategy and development plan should be outlined, clearly defining the goals and paths for internationalization. Secondly, there must be an international governing body. A dedicated internationalization management organization or department should be established, along with an information-sharing platform for internationalization efforts. This will promote communication and collaboration among various departments and coordinate internationalization activities. Thirdly, resources must be invested. The investment of funds and resources in internationalization projects should be increased to ensure their smooth implementation. Fourthly, there should be evaluation and feedback. An evaluation and feedback mechanism for internationalization work should be established to ensure that these efforts comply with international and national laws and regulations, avoid risks and disputes, and regularly assess and improve internationalization outcomes.

Interviewee 2

1. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?

In my opinion, cross-cultural awareness is the fundamental element of internationalization in university management. Colleges and universities can enhance their understanding of cultural differences through cross-cultural training for teachers and students. Faculty and staff are encouraged to participate in international conferences, seminars, and cultural exchange activities to broaden their horizons. Establish a cross-cultural exchange platform for teachers and students to share their experiences and insights. Introduce cross-cultural case studies to develop keen cultural insights. Send faculty members to participate in international volunteer projects to enhance their cross-cultural experiences.

2. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural leadership of university administrators?

In my opinion, cross-cultural leadership is the most important element in the internationalization of university management. Colleges and universities can develop leaders' cross-cultural communication skills to effectively manage multicultural teams by establishing cross-cultural leadership training programs to enhance the cultural sensitivity of leaders. They should encourage leaders to participate in international cooperation projects to broaden their horizons and develop the decision-making flexibility of leaders to adapt to different cultural environments. Additionally, establishing a cross-cultural mentor system can help new employees adapt to the international environment

3. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the multilingual proficiency of university administrators?

In my opinion, the multilingual competence of administrators is an important aspect of the internationalization of university management. Colleges and universities can offer multilingual training courses to encourage faculty and staff to master at least one foreign language and promote cross-cultural communication. Establishing a language exchange club can provide opportunities for language learning and practice. Faculty and staff should be encouraged to participate in language exchange programs to improve their multilingual skills, facilitating better communication and collaboration.

4. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the international collaboration of university administrators?

In my opinion, without international exchanges and cooperation, there can be no internationalization. Universities should establish international exchange offices to coordinate programs for students and faculty. Sending faculty and staff to participate in international teacher exchange programs can enhance cross-cultural experiences. Signing cooperation agreements with international universities will promote academic collaboration and research projects. Faculty and staff should be encouraged to participate in international conferences and seminars to broaden their global perspectives. Additionally, establishing an international cooperation fund will support international exchanges and cooperation projects.

5. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the management mechanism of university administrators?

In my opinion, the management mechanism is one of the important factors in developing the internationalization of university management. Universities can formulate a clear internationalization strategy with defined goals and indicators. Establishing an internationalization committee to oversee the internationalization process is crucial. Regularly evaluating internationalization policies and processes for improvement is necessary. Establishing an international statistical system to track progress is also important. Encouraging faculty and staff to participate in international decision-making will enhance consensus. These measures will help to enhance the effectiveness of internationalization in university management and promote knowledge exchange and global cooperation.

Interviewee 3

1. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?

In my opinion, universities should enhance the cross-cultural awareness of managers through the following aspects: Establish a cross-cultural learning platform: Use modern technological means, such as online communication platforms, to promote cross-cultural communication and learning. Organize international exchange activities: Promote a multicultural campus environment by showcasing cultural elements from different countries. Encourage faculty and staff to participate in international cultural festivals, lectures, and seminars to enhance their understanding of different cultures. Promote international volunteer programs: Encourage staff to participate in international volunteer services to experience different cultures. Carry out cross-cultural research projects: Support faculty in conducting cross-cultural research. Formulate a cross-cultural code of conduct: Provide clear guidelines for cross-cultural communication and behavior for teachers and students.

2. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural leadership of university administrators?

In my opinion, universities should enhance the cross-cultural leadership skills of managers through the following approaches. Organize leadership training programs and

provide cross-cultural leadership training for both students and managers. Regularly invite leaders with cross-cultural backgrounds to share their experiences, introduce international case studies, emphasize cross-cultural ethics and responsibility awareness, and improve the ability to combine theory with practice. Develop individualized leadership development paths for staff from different cultural backgrounds. Promote team leadership in practical work settings and foster cross-cultural team cooperation. Organize leadership dialogues both within and outside the university to discuss the challenges and opportunities of cross-cultural leadership and improve the team's cross-cultural judgment

3. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the multilingual proficiency of university administrators?

In my opinion, universities should enhance the multilingual competence of managers through the following measures. Multi-language training courses should be offered to provide a variety of language learning options, and minority language training in ASEAN countries should be increased, considering the geographical location of the Beibu Gulf Economic Zone. Intensive language training should be conducted to provide focused improvement in necessary language skills, utilizing technology tools such as language learning software and online resources for independent study. Language corners and multilingual clubs should be organized within the school to encourage teachers, students, and staff to use foreign languages in a natural environment, promoting the integration of language learning with culture and deepening the understanding of the culture behind the language.

4. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the international collaboration of university administrators?

In my opinion, universities should enhance international exchanges and cooperation in the following aspects: universities should actively establish long-term cooperative relationships with overseas universities and institutions; carry out research projects with international partners and share research results; regularly hold or participate in international academic conferences to expand international influence; invite foreign scholars to the university to exchange ideas and enrich academic content; optimize the recruitment strategy for international students to attract more overseas students; provide students with international internship opportunities to enhance

practical experience; set up scholarships to attract outstanding international scholars and students; utilize alumni resources to build a platform for international career development and academic exchange; jointly develop courses with foreign universities to realize the sharing of teaching resources. Enhance the university's international visibility and brand influence through international cooperation.

5. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the management mechanism of university administrators?

In my opinion, universities should enhance their international management mechanisms through the following aspects: establish a management organization specifically responsible for international affairs to coordinate international exchange and cooperation projects; clearly define the long-term plan and goals for the university's international development; establish evaluation criteria and improvements for the degree of internationalization; provide comprehensive services for international students, including visa assistance, accommodation, and employment; improve the quality of educational services through international education quality certification; offer international-related training programs for administrators and teachers; adopt advanced international management concepts and models and implement localized reforms; invite international experts to participate in school management decision-making and provide advice; reward and support teachers and students who actively participate in international exchanges and cooperation; and prevent and address risks and problems that may arise during the process of internationalization.

Interviewee 4

1. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?

As for improving the cross-cultural awareness of university administrators, my views are as follows. First, promote cultural sensitivity and inclusiveness. University administrators and faculty have demonstrated greater sensitivity and inclusiveness towards students and colleagues from different cultural backgrounds, creating a campus environment that respects multiculturalism. Second, strengthen cross-cultural training

and development. Provide systematic cross-cultural training for managers, staff and students to enhance their cross-cultural adaptability and leadership, and promote multicultural team building. The third is to improve the level of support and service for international students and staff. A comprehensive system of support and services such as visas, accommodation, language training and acculturation counselling is available to help international students and staff better integrate into campus life.

2. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural leadership of university administrators?

On improving the cross-cultural leadership of university administrators, my views are as follows. First, enhance cross-cultural communication skills. Through regular training on diverse cross-cultural competence, the cross-cultural communication competence of university administrators, teachers, students and staff can be continuously improved, so as to communicate and cooperate more effectively under the multicultural background. Second, build a cross-cultural team. Echelon construction of cross-cultural team, with the old to lead the new, in the work practice to exercise the cross-cultural leadership of managers, and constantly improve the level of cross-cultural leadership.

3. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the multilingual proficiency of university administrators?

On improving the multilingual competence of university administrators, my views are as follows. The first is to provide and support multilingual learning resources and courses to enhance the multilingual competence of the school's administrators, so that they can more freely participate in international exchanges and cooperation. The second is to organize multi-cultural campus activities such as themed foreign language corners, cultural festivals, International Days, etc., so that teachers, students and staff can improve their language skills and accept cultural experiences in various campus activities.

4. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the international collaboration of university administrators?

As for improving international exchanges and cooperation among universities, my views are as follows. First, establish and deepen international cooperative partnerships. The university has established more stable and extensive cooperative relations with

internationally renowned universities, research institutions and enterprises, and promoted academic exchanges, scientific research cooperation and student exchange programs. The second is to develop international courses and research projects. Establish and promote international courses, promote transnational research cooperation projects, introduce foreign advanced teaching content and research methods, and enhance the academic level and international influence of the university. Third, we will increase international activities and projects. Increase and enrich the number and types of international activities and projects, such as international academic conferences, cultural exchange activities, international internships and practical projects, etc., to enhance the international atmosphere of the campus.

5. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the management mechanism of university administrators?

On improving the internationalization management mechanism of colleges and universities, my views are as follows. First, the improvement of policies and management mechanisms. Develop and implement policies and management mechanisms to support internationalization and ensure that internationalization work is rule-based, effective, and continuously improved. The second is the establishment of internationalization evaluation and feedback mechanism. Establish a sound internationalization evaluation and feedback mechanism, regularly evaluate the effect of internationalization work, collect feedback from all parties, conduct data analysis, and continuously improve internationalization strategies and measures.

Interviewee 5

1. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?

To enhance the internationalization of university management in the Beibu Gulf Economic Zone, it is essential to improve the cross-cultural awareness of managers. Universities should take the following steps: regularly hold international cultural festivals to showcase the cultures, customs, and cuisines of different countries, promoting understanding and respect for multiculturalism among students and staff; establish online

or offline cross-cultural communication platforms to encourage students, faculty, and administrators to participate in international exchanges and share their cultural experiences and insights; integrate international elements into campus buildings, signs, and activities to enhance the international atmosphere of campus culture and create an open and inclusive international campus environment; train faculty and staff in cross-cultural communication and conflict resolution to enhance their intercultural awareness and abilities; support students and faculty in participating in cross-border collaborative projects to deepen understanding and respect for different cultures through hands-on practice; promote academic research with an international perspective by encouraging teachers and researchers to conduct cross-cultural and cross-border academic studies, thereby enhancing the university's international academic influence; incorporate cross-cultural management into the overall development strategy of the university, clarifying the goals and pathways for international development; and establish a cross-cultural evaluation mechanism to regularly assess the effectiveness of cross-cultural management in the university, adjust strategies based on evaluation results, and continuously optimize the level of cross-cultural management.

2. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural leadership of university administrators?

In order to enhance the internationalization of university management in the Beibu Gulf Economic Zone, it is crucial to improve the cross-cultural leadership of managers. Colleges and universities should select and train managers with an international vision and cross-cultural leadership skills to serve in key management positions. Provide managers with cross-cultural leadership training, including modules on cross-cultural communication, teamwork, and decision-making. Build a leadership team comprised of individuals from diverse cultural backgrounds to foster cross-cultural understanding and integration through teamwork. Encourage managers to adopt an inclusive leadership style, respect the diversity and differences of team members, and promote team harmony. Develop managers' abilities to make informed decisions in a cross-cultural environment, considering the needs and interests of various cultures. Encourage leaders to be bold in the internationalization process, combining the strengths of different cultures to drive innovation in school management and teaching. Create incentives suitable for cross-

cultural teams to motivate and engage team members. Establish open channels for cross-cultural communication to ensure smooth information flow between managers and team members. Leaders should be encouraged to actively participate in international exchanges and cooperation to expand their global perspectives and enhance the school's international influence. Regularly evaluate managers' cross-cultural leadership, provide feedback and guidance based on the evaluation results, and promote continuous leadership development."

3. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the multilingual proficiency of university administrators?

I believe that the improvement of multilingualism can be achieved through the following measures: Universities should incorporate foreign language education as a fundamental component of their basic education to enhance students' foreign language proficiency and cross-cultural communication skills. They should hire foreign teachers to teach and manage the work, providing an authentic language environment and improving students' practical language application abilities. Universities should provide a variety of language learning resources, such as language labs and online learning platforms, to support students' language learning needs. Additionally, offering language training and further education opportunities for teachers can improve their foreign language proficiency and intercultural communication skills. Organizing language corners and other activities can create a language learning atmosphere and stimulate the interest and enthusiasm of teachers and staff in language learning. Furthermore, universities should provide multilingual services for teachers and students, such as multilingual websites and translation services, to enhance the school's international service level. Establishing a language proficiency certification system, offering services for exams like TOEFL and IELTS, can also be beneficial for both teachers and students.

4. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the international collaboration of university administrators?

I believe that universities can take the following measures to facilitate international exchange and cooperation. First, expand the international cooperation network by actively establishing relationships with domestic and foreign universities, research institutions, and enterprises. This will broaden the university's international cooperation

network. Second, strengthen the international exchange of teachers by selecting outstanding faculty members to visit abroad, participate in international conferences, and engage in cooperative research, thereby enhancing the international academic influence of the teachers. Third, promote international cooperation in scientific research by collaborating on research projects with international partners, which will elevate the university's research capabilities and international competitiveness. Additionally, establish international joint laboratories or research centers in collaboration with renowned universities or research institutions to advance cutting-edge scientific research and technological innovation.

5. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the management mechanism of university administrators?

In my opinion, universities can take the following measures to improve their management mechanisms: Establish a dedicated international management organization responsible for coordinating the university's internationalization efforts and ensuring the effective implementation of various internationalization policies and measures. Develop and enhance management systems that align with international standards, such as student exchange management, foreign teacher management, and international cooperation project management, to provide institutional support for internationalization efforts. Ensure that the financial, human, material, and other resources required for internationalization efforts are adequately provided. Utilize information technology to enhance the level of international management, establish an international management information platform, and enable the rapid transmission and sharing of information. Regularly evaluate the university's internationalization efforts, adjust strategies based on evaluation results, and ensure the continuous and effective promotion of internationalization. Choose and train managers with international vision and cross-cultural management abilities to enhance the internationalization level of the management team. Identify and respond effectively to potential international risks through an international risk early warning and response mechanism. Encourage cooperation and exchange between different disciplines to foster interdisciplinary integration and enhance the university's comprehensive strength and international competitiveness. During the internationalization process, reinforce the university's sense

of social responsibility and service, actively participate in international affairs, and contribute to building a community with a shared future for humanity. Continuously innovate the management mechanism based on international development needs, explore new paths and models to adapt to international development, and ensure the university continues to progress on the path of internationalization.

Interviewee 6

1. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?

In my opinion, to enhance the cross-cultural consciousness of university administrators, it is necessary to enhance their cultural sensitivity and inclusiveness. Cross-cultural management emphasizes the understanding and respect of different cultures. In the process of internationalization, colleges and universities need to cultivate the sensitivity and inclusiveness of administrators, teachers and students to multiculturalism, and enhance the cognition and understanding of cultural customs and values of different countries and regions through cross-cultural communication and training, so as to reduce cultural conflicts.

2. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural leadership of university administrators?

In my opinion, to improve the cross-cultural leadership of university administrators, it is necessary to build an international teaching staff. Build a diverse faculty by attracting and developing faculty members with an international perspective. Cross-cultural management focuses on improving the cross-cultural teaching ability of the staff, encourages the staff to participate in international academic exchanges and cooperation, improves the teaching quality and scientific research level, and provides students with a more international educational environment.

3. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the multilingual proficiency of university administrators?

In my opinion, to improve the multilingual ability of university administrators, it is necessary to expand and deepen foreign exchanges. Strengthen cooperation with

international universities and expand international exchange opportunities for teachers and students. Colleges and universities with cross-cultural management should encourage teachers and students to participate in overseas study, internship, scientific research and other activities to enhance their understanding and adaptability to different cultures, and cultivate their global awareness and cross-cultural communication ability.

4. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the international collaboration of university administrators?

I think the internationalization of scientific research cooperation is necessary to enhance the internationalization of university management. We will promote cooperation between universities and international scientific research institutions and enterprises to jointly carry out cutting-edge scientific research and technological innovation. Cross-cultural management is helpful for universities to integrate resources on a global scale, improve scientific research level and innovation ability, and promote the transformation and application of scientific and technological achievements.

5. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the management mechanism of university administrators?

In my opinion, the internationalization of university management depends on whether the management mechanism of the university has the characteristics of internationalization. The innovation and integration of university management mode in the process of internationalization is an important way. Universities with cross-cultural management should learn from the international advanced management experience, combine the local reality, innovate the university management mode, integrate with the international standards in the management system, teaching methods, scientific research cooperation and other aspects, while retaining and developing their own characteristics, so as to realize the organic integration of internationalization and localization of management mode.

Interviewee 7

1. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?

Measures to promote intercultural awareness in universities include: providing intercultural awareness training to all staff and administrators, teaching intercultural communication skills, and reducing communication barriers. Encouraging and respecting cultural diversity on campus and promoting an inclusive culture are also crucial. Conduct regular cultural sensitivity analyses to identify and resolve issues arising from cultural differences. Organize multicultural activities to enhance communication between teachers and students from different cultural backgrounds. Celebrate festivals of different cultures to promote understanding and respect. Establish cross-cultural teams to foster cooperation and communication among members of different cultural backgrounds. Implement an effective cross-cultural feedback mechanism to address cultural conflicts and misunderstandings promptly. Enhance the cultural intelligence of managers so they can better understand and adapt to different cultures.

2. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural leadership of university administrators?

The measures to enhance cross-cultural leadership are as follows: provide cross-cultural leadership training for managers to enhance their cross-cultural management ability. Managers should model cross-cultural understanding and respect for teachers and students. Top managers should have an international perspective, understand global trends and challenges, have the ability to manage a multicultural team, have effective cross-cultural communication skills, properly handle cross-cultural conflicts and contradictions, guide and manage the process of cross-cultural change, and consider multicultural perspectives in the decision-making process, show diversity, and reflect the values and viewpoints of different cultures.

3. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the multilingual proficiency of university administrators?

Measures to improve administrators' multilingual capabilities include: Formulating policies to support multilingual use. Provide language training to staff, especially the

language of instruction. Multiple language courses are offered to encourage teachers and students to learn new languages. Provide language support services for non-native speakers, produce and manage multilingual educational materials, and create a campus environment that encourages multilingualism. Provide translation and interpretation services to teachers and students to support cross-language communication, utilize language learning technologies and tools, and improve the efficiency of language learning. Recognize and use linguistic diversity as an advantage in education and research.

4. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the international collaboration of university administrators?

The measures taken by universities to promote international exchanges and cooperation include establishing and maintaining international education and research partnerships, providing joint degree programs in collaboration with international partners, and holding and participating in international academic conferences and seminars. They also participate in international cooperative research projects and share resources and results. Additionally, universities pursue international accreditation to increase the global recognition of their education and research, join international education and research networks to expand their influence, and conduct student exchange programs to enhance students' international experience. They offer international scholarships to attract outstanding international students and scholars, develop policies and procedures to support international cooperation, and publicize their international achievements and characteristics through global channels.

5. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the management mechanism of university administrators?

Measures to enhance the management mechanism include: regularly reviewing and updating management policies to ensure that all management activities comply with international regulations and standards and ensure consistency with international norms; improving the transparency of the management process to enhance international trust; encouraging the participation of international students and scholars in the management decision-making process; adopting an international risk management framework to address the challenges of globalization; reflecting cultural diversity and inclusion in

governance mechanisms; using international resources and expertise to enhance management capabilities; establishing continuous improvement mechanisms to continuously optimize management practices; and establishing an internationally recognized quality assurance system.

Interviewee 8

1. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?

In my opinion, colleges and universities, especially those in the Beibu Gulf Economic Zone, should take the following measures to promote cross-cultural awareness: Schools should design and implement cross-cultural education courses to help teachers and students understand and respect the values and norms of different cultures. Regular cultural festivals, art exhibitions, and lectures should be held to provide a platform for promoting exchange and understanding between different cultures. Professional training in intercultural communication and management should be provided to faculty and staff to enhance their intercultural awareness and competence. A committee of faculty and student representatives should be established to monitor and promote diversity and inclusion in the campus culture. Policies that support multiculturalism should be developed and implemented to ensure that individuals of all cultural backgrounds are treated fairly. Research on cultural diversity on campus should be conducted to understand the cultural needs and expectations of faculty and students, thereby better meeting their needs. A cultural resource center should be established to collect and display materials on different cultures for teachers and students to learn from and reference. Intercultural research between teachers and students should be supported and encouraged to promote understanding and respect for cultural diversity in the academic community. Online or offline intercultural dialogue platforms should be created for teachers and students to discuss and communicate on culture-related topics. Teachers and students should be encouraged to participate in international volunteer projects to experience different cultures through practical activities and enhance cross-cultural competence.

2. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural leadership of university administrators?

In my opinion, cross-cultural leadership can be enhanced by considering cross-cultural leadership and international experience in the selection of university-level and departmental leaders. Providing cross-cultural leadership training to current and potential leaders, including team management, conflict resolution, and other skills, is essential. Establishing a cross-cultural leadership network within and outside the school can help share best practices and facilitate the exchange of experiences. Developing a personal development program for promising young leaders, including international exchange and project management experience, is crucial. Arranging experienced cross-cultural leaders as mentors to guide young leaders in their work in cross-cultural environments is beneficial. Breaking down departmental barriers and encouraging cross-departmental cooperation can cultivate the cross-cultural collaboration abilities of team members. Establishing awards to recognize individuals and teams that have made outstanding contributions in the field of intercultural leadership is important. Collecting and analyzing successful cross-cultural leadership cases can provide valuable materials for teaching and training. Regularly inviting internationally renowned scholars and leaders to give lectures and workshops to share their cross-cultural leadership experiences is advantageous. Encouraging and supporting research into cross-cultural leadership can generate new theoretical and practical guidance.

3. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the multilingual proficiency of university administrators?

In my opinion, cross-cultural leadership can be enhanced by considering cross-cultural leadership and international experience in the selection of university-level and departmental leaders. Providing cross-cultural leadership training to current and potential leaders, including team management, conflict resolution, and other skills, is essential. Establishing a cross-cultural leadership network within and outside the university will help share best practices and facilitate the exchange of experiences. Developing a personal development program for promising young leaders, including international exchange and project management experience, is crucial. Arranging for experienced cross-cultural leaders to mentor young leaders in their work in cross-cultural environments can be

highly beneficial. Breaking down departmental barriers and encouraging cross-departmental cooperation will help cultivate the cross-cultural collaboration abilities of team members. Establishing awards to recognize individuals and teams that have made outstanding contributions in the field of intercultural leadership is important. Collecting and analyzing successful cross-cultural leadership cases as materials for teaching and training will provide valuable insights. Regularly inviting internationally renowned scholars and leaders to give lectures and workshops to share their cross-cultural leadership experiences will further enrich the learning process. Encouraging and supporting research into cross-cultural leadership will generate new theoretical and practical guidance.

4. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the international collaboration of university administrators?

In my opinion, the following measures should be adopted to strengthen international exchanges and cooperation: establish long-term and stable cooperative relationships with universities worldwide, and carry out joint research and academic exchanges; implement student exchange programs with partner universities to provide international study and internship opportunities; establish specialized international research centers focusing on global issues, attracting international scholars' participation; hold international academic conferences regularly to invite international scholars and researchers to share the latest research results; set up a special fund to support teachers and students in participating in international research projects and promoting international academic cooperation; encourage teachers and students to participate in international volunteer projects to promote cultural understanding and social responsibility through practical activities; establish and maintain an international alumni network to promote contacts and cooperation among alumni; collaborate with international businesses and institutions to provide students with internship opportunities to enhance their international work experience; work with international partners to jointly develop internationally recognized courses and degree programs; join international education organizations, such as UNESCO, and actively participate in the formulation and implementation of international education policies.

5. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the management mechanism of university administrators?

In my opinion, the following measures should be adopted to improve the internationalization management mechanism: formulate internationalization strategic plans, clarify the internationalization goals of colleges and universities, formulate detailed strategic plans, and regularly evaluate and adjust them. An Internationalization committee composed of representatives from both inside and outside the university is established to oversee and promote the implementation of the internationalization strategy. Provide financial support for internationalization and ensure adequate financial guarantee for internationalization activities, including setting up special funds and attracting external investment. Optimize the international student recruitment process and provide an online application system to ensure a fair and transparent process. Develop an international student support policy that provides comprehensive support services for international students, including language training, accommodation assistance and academic guidance.

Establish an inter-departmental cooperation mechanism to promote the collaboration among various departments in the university and form a joint force to support the implementation of the internationalization strategy. Adopt internationally recognized evaluation standards to evaluate and certify the internationalization level of universities. Establish a unified international information platform to publish relevant policies, activity information and resource sharing. Cooperate with relevant government departments to promote the formulation of regulations and policies conducive to the development of internationalization. Establish an evaluation mechanism to evaluate the implementation effect of internationalization strategy on a regular basis and make improvements based on feedback.

Interviewee 9

1. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural awareness of university administrators?

University administrators increasingly emphasize diversity and inclusion, recognizing the needs and characteristics of faculty and students from different cultural backgrounds. They respect and appreciate cultural differences, promoting an open, equal, and mutually learning campus culture. By hosting international cultural festivals, language corners, international food festivals, and other activities, universities enhance faculty and students' understanding and respect for different cultures. This fosters a rich international cultural atmosphere, promoting cultural exchange and integration.

2. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the cross-cultural leadership of university administrators?

Universities will strengthen the development of an international talent pool, attracting and cultivating teachers and administrators with a global perspective and cross-cultural communication skills. They will also provide appropriate training and development opportunities to support the implementation of internationalization strategies. Furthermore, universities will formulate and implement policies supporting international development, such as offering international exchange scholarships, optimizing visa support services, and establishing international student offices. These measures ensure the effective implementation of internationalization strategies.

3. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the multilingual proficiency of university administrators?

The student service system will be more focused on meeting the needs of students from diverse cultural backgrounds, providing personalized guidance and support, such as language tutoring, psychological counseling, and career planning. These services help students better adapt to an internationalized learning environment. Course content will be more globally oriented, integrating international resources, and introducing international cases and research findings. Teaching methods will also become more diversified, adopting interactive and discussion-based approaches, encouraging critical thinking and innovation, and improving students' cross-cultural communication skills.

4. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the international collaboration of university administrators?

Universities will actively participate in international academic networks and cooperative projects, establishing stable partnerships with universities worldwide. They will engage in joint research, academic exchanges, student exchanges, and other activities to promote academic progress and knowledge innovation. Additionally, university organizational structures may be adjusted to better accommodate international cooperation and exchange needs. For example, establishing dedicated international cooperation offices or cross-cultural exchange centers to coordinate and promote international projects and academic exchanges.

5. In order to develop the internationalization of universities in the Beibu Gulf Economic Zone, how to enhance the management mechanism of university administrators?

University management processes will become more standardized and internationalized, incorporating internationally accepted management standards and quality assessment systems, such as ISO certification and international academic evaluation standards, to ensure efficient and transparent management activities. Universities will set up specialized international management organizations responsible for coordinating and advancing international projects, academic exchanges, and other activities. These management mechanisms collectively enhance the internationalization of universities, fostering a more inclusive, effective, and globally connected academic environment.

variable	No	Guidelines	Suitability					Feasibility					
			1	2	3	4	5	1	2	3	4	5	
	2	Establishe the internationalization of management processes											
	3	International evaluation and feedback mechanism											
	4	Establishe a cross-departmental coordination mechanism											
	5	Establishe an international information platform											
	6	Establishe a risk management and control mechanism											

Signature:

Date:

Appendix D

The Results of the Quality Analysis of Research Instruments

1. Reliability Analysis

Simplified Format of Cronbach's Reliability Analysis		
Number of Items	Sample Size	Cronbach's Alpha Coefficient
52	50	0.989

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's Alpha with item deleted	Cronbach's Alpha Coefficient
Cross-Cultural Awareness				
1	Administers show high sensitivity and respect towards students and colleagues from different cultural backgrounds.	0.667	0.989	0.989
2	Administers promote the importance of cross-cultural sensitivity through various channels.	0.668	0.989	
3	Administers promote the importance of cross-cultural sensitivity through various channels.	0.711	0.989	
4	Administers actively conduct anti-bias and anti-discrimination training to promote an inclusive campus environment.	0.695	0.989	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
5	Administers provide systematic cross-cultural training programs for international students and staff.	0.744	0.989	
6	Administers also offer cross-cultural training for local students and staff to improve their cross-cultural communication and collaboration skills.	0.794	0.989	
7	Administers regularly organize cultural exchange activities, such as cultural festivals and international food days, to promote interaction and understanding among different cultural backgrounds.	0.756	0.989	
8	Administers ensure that cultural exchange activities meet the cultural adaptation needs of international students and staff.	0.769	0.989	
9	Administers offer personalized guidance and support to international students and staff to help them adapt to the new environment.	0.832	0.989	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
10	Administers' guidance and support services effectively address the cultural adaptation issues faced by international students and staff.	0.807	0.989	
11	Administers provide mental health support services that address the psychological needs of international students and staff during cultural adaptation.	0.822	0.989	
Cross-Cultural Leadership :				
1	Administers have a clear internationalization strategic plan that effectively guides cross-cultural management practices.	0.871	0.989	
2	Administers regularly evaluate and adjust the internationalization strategy to adapt to changes in the global education environment.	0.847	0.989	0.989
3	Administers effectively communicate and implement the internationalization strategic plan across the entire school.	0.819	0.989	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
4	Administers include members with international backgrounds and cross-cultural experience in the leadership team to promote diverse decision-making.	0.798	0.989	
5	Administers provide training and resources for cross-cultural team building to enhance team cross-cultural understanding and cooperation efficiency.	0.833	0.989	
6	Administers have effective cross-cultural conflict management strategies to identify and address cross-cultural conflicts promptly.	0.872	0.989	
7	Administers regularly organize cross-cultural conflict management training to help staff and students improve their coping skills.	0.868	0.989	
8	Administers use various methods, such as mediation and negotiation, to handle cross-cultural conflicts flexibly.	0.856	0.989	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient	
9	Administers regularly provide cross-cultural communication training to improve the cross-cultural communication skills of staff and students.	0.884	0.989		
10	Administers' leadership possesses high-level cross-cultural communication skills, enabling effective communication with staff and students from different cultural backgrounds.	0.883	0.989		
11	Administers' cross-cultural leadership measures positively contribute to the improvement of internationalization management.	0.828	0.989		
Multilingual Proficiency:					
1	Administers provide rich language learning resources, such as books, online courses, and language labs.	0.788	0.989		
2	Administers have language learning centers or language support departments to offer personalized language learning support to students and staff.	0.861	0.989		0.989

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
3	Administers use modern information technology, such as language learning software and online communication platforms, to enhance the convenience and effectiveness of language learning.	0.78	0.989	
4	Administers provide multimedia teaching tools to support interactive teaching in a multilingual environment.	0.762	0.989	
5	Administers offer multilingual courses, including the national language, international common languages (such as English, French), and non-common languages (such as Thai, Vietnamese, Malay).	0.579	0.989	
6	Administers organize language partner programs to promote mutual language learning between local and international students.	0.73	0.989	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
7	Administers offer language proficiency improvement training for teachers to help them teach better in a multilingual environment.	0.864	0.989	
8	Administers create a multilingual campus environment by setting up multilingual signs and providing multilingual services.	0.871	0.989	
9	Administers organize multilingual cultural exchange activities to promote interaction and integration among students from different language backgrounds.	0.851	0.989	
10	Administers develop and implement policies supporting multilingual education, providing necessary funding and resources.	0.873	0.989	
International Collaboration:				
1	Administers establish and actively expand new partnerships with globally renowned universities and research institutions to promote internationalization.	0.688	0.989	0.989

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
2	Administers have clear strategies and measures for managing and maintaining international partnerships.	0.856	0.989	
3	Administers regularly host or participate in international academic conferences and seminars to promote academic exchange.	0.768	0.989	
4	Administers conduct joint research projects with international academic institutions to enhance academic influence.	0.758	0.989	
5	Administers support staff participation in international academic exchanges to broaden their international academic perspectives.	0.801	0.989	
6	Administers implement extensive international student exchange programs to increase students' international experience.	0.717	0.989	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
7	Administers encourage and support staff participation in international exchange programs to enhance their cross-cultural capabilities.	0.813	0.989	
8	Administers establish branch campuses or cooperative education programs abroad to expand educational influence.	0.726	0.989	
9	Administers' international education programs and academic exchange cooperation receive positive social evaluation and recognition.	0.823	0.989	
10	Administers provide adequate resources and support in the process of international education.	0.843	0.989	
Management Mechanism:				

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
1	Administers establish specialized internationalization management bodies (such as an internationalization office or committee) to coordinate and promote internationalization affairs.	0.679	0.99	0.989
2	Administers ensure good coordination and cooperation mechanisms between the internationalization management bodies and various departments to ensure the smooth progress of internationalization activities.	0.844	0.989	
3	Administers develop clear internationalization policies covering international admissions, international faculty recruitment, international cooperation, and cross-cultural training.	0.873	0.989	
4	Administers ensure the policy-making process for internationalization is transparent, widely seeking opinions and suggestions from staff and students.	0.792	0.989	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
5	Administers establish a comprehensive international project management system to ensure effective implementation and supervision of international projects.	0.835	0.989	
6	Administers' international project management system includes clear project management processes, responsibility allocation, and risk control measures.	0.855	0.989	
7	Administers provide ample resources and support for international projects, including funding, personnel, and technology.	0.877	0.989	
8	Administers establish an internationalization performance evaluation mechanism, including specific evaluation standards and indicators to ensure the objectivity and fairness of the evaluation.	0.853	0.989	

No	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's Alpha with item deleted	Cronbach's Alpha Coefficient
9	Administers use the results of internationalization performance evaluations to improve internationalization policies and management measures, promoting the school's internationalization process.	0.878	0.989	
10	Administers' establishment of internationalization management bodies and the formulation and implementation of internationalization management mechanisms effectively promote the school's internationalization development.	0.861	0.989	

The analysis of cross-cultural awareness, leadership, multilingual proficiency, international collaboration, and management mechanisms in Guangxi public undergraduate universities reveals strong internal consistency and reliability across all dimensions, as indicated by the high Cronbach's Alpha coefficient of 0.989 for each dimension. High CITC values suggest that items such as guidance and support services for cultural adaptation, cross-cultural communication skills and training, policy support for multilingual education, provision of resources for international education, and effective internationalization management mechanisms are all crucial components. These findings highlight the robustness of these measures in assessing soft management-based incentives and their positive impact on the internationalization efforts of the universities.

No	The Internationalization of University Management in the Beibu Gulf Economic Zone Based on Cross-Cultural Management	Experts					IOC	Validity
		1	2	3	4	5		
	management measures, promoting the school's internationalization process.							
10	Administers' establishment of internationalization management bodies and the formulation and implementation of internationalization management mechanisms effectively promote the school's internationalization development.	1	1	1	1	1	1	Valid

The analysis of validity data for the internationalization of university management in the Beibu Gulf Economic Zone shows strong agreement among experts on the key aspects of cross-cultural awareness, leadership, multilingual proficiency, international collaboration, and management mechanisms. Most items scored a perfect 1.0, indicating unanimous agreement on their validity. However, a few items received a slightly lower score of 0.8, suggesting minor disagreements among experts. Overall, the data highlights the importance of sensitivity, communication, training, support, strategic planning, diverse leadership, conflict management, language resources, partnerships, academic exchange, project management, and continuous improvement in promoting internationalization. These findings affirm the robustness of the measures used and underscore the critical components necessary for effective internationalization in the universities of the Beibu Gulf Economic Zone.

Appendix E
Certificate of English



This is to certify that

Mrs. Yao Min

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 22nd August 2021

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research


มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย

วิทยาเขตนครศรีธรรมราช

๓/๓ ม.๕ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐

โทร. ๐๗๕-๓๔๒๘๘๘ โทรสาร ๐๗๕-๓๔๕๘๖๒

อว.๘๐๒๗ / ๑๗๐

๖ สิงหาคม ๒๕๖๗

เรื่อง รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหจุฬานาครทรรศน์

เรียน นางเหยา หมิ่น

ตามที่ นางเหยา หมิ่น และรองศาสตราจารย์ ดร.นิรันดร์ สุวีนินันต์ ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช และรองศาสตราจารย์ ดร.จิตติวิสุทธิ์ วิมุตติปัญญา ได้ส่งบทความวิจัยเรื่อง “แนวทางการพัฒนาการบริหารมหาวิทยาลัยสู่ความเป็นสากลในเขตเศรษฐกิจพิเศษตามหลักการจัดการข้ามวัฒนธรรม” เพื่อพิจารณาตีพิมพ์ในวารสารมหจุฬานาครทรรศน์ มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ. ๒๕๖๒ ให้เป็น วารสารที่มีคุณภาพกลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๗ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตามระยะเวลาที่ได้กำหนดไว้ และวารสารมหจุฬานาครทรรศน์ ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้ว

ในการนี้ วารสารมหจุฬานาครทรรศน์ มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัยวิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๘ (สิงหาคม ๒๕๖๗) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจสอบความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสารฯ และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

(นางสาวปญญาดา จงละเอียด)

บรรณาธิการวารสารมหจุฬานาครทรรศน์

มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

Research Profile

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